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WILLINGLY TO SCHOOL

(2) LANGUAGES

SRI M. RUTHNASWAMI,

Formerly Vice-Chancellor of the Annamalai University.

The other day as I was escorting my daughter from school I saw going before me three children returning from a neighbouring school and overheard the following conversation. The children were Krishna, Rama and Leela and they belonged to different classes—Krishna was in the VI Form, Rama in the IV Form and Leela in the I Form. They were two brothers and a sister.

This is how the conversation started and went.

Krishna—Oh what a tiring day this has been!

Leela—Why brother?

K.—We had a full day—working all the 5 hours.

L.—But that is the same every day—I have to wait for you in the playground although we finish at 3.

K.—But it is the sameness of the subjects that is trying.

Rama—How so—I thought your timetable was like mine—many subjects but different—languages and Mathematics, Elementary Science and Social Studies.

K.—But I had 3 languages to-day.

L.—How wonderful, you will be a very learned man.

K.—May be—but meanwhile it is tiresome.

R.—What are the 3 languages?—I thought only 2 were compulsory—our mother-tongue and English.

K.—But I have to learn a third, Hindi.

R.—But that is only optional—you are not obliged to take it.

K.—Oh no, you have to take it—only I believe there will be no examination on it—all the same you have to do it.

L.—But why brother must we learn Hindi—it is a Northern language, why must we people in the South learn it—it looks as foreign as English.

K.—No, silly girl, don't say that—it is going to be the national language of India—it is going to be the language of the government offices and courts of law.

L.—But I don't want to go to a government office or courts of law—they are such ugly buildings—I hope I'll never have to go near any of them.

R.—But you will grow to be a woman and citizen—you will have the right to vote and get elected to the Legislative Assembly here or in Delhi—you may even become Minister or President or Deputy President of a Legislative Assembly.

L.—I don't want to be a Minister—people throw stones and crackers at them.

R.—But you will be governing the country and ordering people about—but even if you don't become a Minister, Hindi will help you to travel with ease in North India to read the

speeches of our great leaders from the north and to listen to them on the radio—and to follow Hindi films which are livelier and shorter than Tamil or Telugu films. Moreover it is going to be the National language of India.

L.—Can't English be the national language of India?—it is more widely known in the south than Hindi and it is also understood, I believe in the north.

K.—Don't talk such nonsense, Leela, it all comes from your learning English in the infant classes in that convent school—in future boys and girls who have to learn English in the I Form will not have the conceit to talk such nonsense. English can never become the national language of India—it is a foreign language.

L.—Can't it continue to be the language of our Government offices and courts of law—is it not good enough for such dry as dust things.

K.—Not even for them wherever did you get such ideas—it must be from your teachers at your former Convent School—you must not talk such heresy again.

L.—What is a heresy, brother?

K.—A heresy is what people were burnt for in former times.

R.—Or what people are shouted down by crowds now-a-days.

K.—Anyway—it is what little girls like you should not talk.

L.—But English is a nice language brother—it has such fine books with pretty coloured pictures—books of nursery rhymes, fairy tales, stories and travel and poetry; has Hindi not got such fine books?

K.—Not now, but it will soon—especially when it becomes the national language of India when Government will spend lot of money in providing them.

R.—But it is a mercy all the same it is not compulsory—it will be a terrible thing if we had to read 3 languages in school.

K.—But it is as good as compulsory, the teachers say a knowledge of Hindi will be required from every one who

wants to enter Government service.

R.—But that is only if you want to enter the service of the Government of India.

K.—No, no, if you want to rise in Madras Government service you must be able to read the letters and orders from the Government of India which will all be in Hindi. So Hindi although optional now is practically compulsory.

R.—So this is how it is now—Tamil our mother-tongue we have to learn because it is our mother-tongue and it is the medium of teaching and learning in schools—English, we have to learn because it is so useful especially if we want to be scientists, and doctors and engineers and businessmen and Hindi if we are to be good patriots—and Telugu by Andhras if they live in Madras and attend schools where there are not enough of them when they will have to learn Tamil.

K.—But there is another language we have to learn—our Headmaster was saying the other day that every good Hindu must learn Sanskrit as that is the language of our religion and culture.

R.—So we shall have to learn 4 or 5 languages in all—where is the time for all these if we also have to learn mathematics, and science and do social studies.

L.—And I have to learn cooking, and music and dancing.

R.—But cooking and music and dancing are only fun.

L.—Not if teachers teach them in school.

K.—Time will have to be found for them—our headmaster is good at making time-tables—give him any number of subjects, he will find periods for them in the time-table—as an English proverb which I learnt only to-day puts it he is good at putting a quart into a pint pot.

L.—But who will have the mind for all these languages and the other subjects?

R.—What do you mean, Leela?

L.—I am already dead tired at the end of the day—feel like going to sleep as soon as I go home, but I have to do

that dreadful home work in 3 subjects every day—my mind will burst one of these days.

R.—Oh don't talk on like that Leela. We all have to do something, hard for our country—in other countries and other times children have had to wear military uniform and do military drill, carry wooden rifles and act like little soldiers—I don't suppose these German and Italian children of 15 years ago liked to do these things, but they did them in order to become good patriots and citizens—our drilling is in these languages—we have to do it for building up the unity and progress of the country.

L.—Why cannot the grown-ups do this?—Why cannot Hindi and Sanskrit be learnt by boys and girls after they leave school—at universities or if they are employed in their spare time—why can't we be content with Tamil and English for languages—why can't they let us learn things rather than more and more languages?

K.—But don't you know things are best learnt when we are young. Catch young is what priests and rulers say if we want our way of life to spread.

R.—And the potter can make his pots and pans only when the clay is soft.

L.—So, we are circus-animals or clay for our elders to make of us what they please.

K.—You are always so literal, Leela.

L.—I don't know what you mean—all I know is I am only a girl and tremble when I think of learning 4 languages at school—already I am feeling giddy and I shall go to bed as soon as I reach home.

At this point our ways parted. During the interesting conversation it was all I could to restrain my convent-bred daughter from joining the fray on the side of Leela on behalf of English. She wanted to ask me a lot of questions about what we had listened to. I promised to do that the next day. I was also feeling troubled and depressed listening to the woes of these little children. After supper I went to bed and dozed off to sleep ruminating on the things I had heard. My sleep was disturbed by horrible dreams of the massacre of the innocents and of the sacrifice of little children to Moloch, and then suddenly I felt a huge weight on my chest—it was a tall tower the outlines of the Tower of Babel gradually revealed themselves—the Tower was slowly crumbling on my chest—and as usually happens in such dreams, to save myself from the impending catastrophe I woke up with a start and in a sweat. The whole thing conversational was a dream ending in a nightmare. *Absit omen* for India and her children.

THE S. I. T. U. PROPAGANDA

The Honorary Publicity Officer addressed the following Teachers' Associations on the advantages of the Protection Fund scheme for Teachers, in the Month of November 1949:—

5th. Elementary School Teachers' Range Association Centres, Arkonam I & II and Namali—Arkonam.

22nd. Teachers' Association, C. S. M. High School. Arkonam.

On the 29th he and Mr. V. B. Murthy, Secretary of the Fund, had talks with all the eligible members of the staff of the R. M. High School, South Branch, Thyagarayanagar. Mr. J. Vaidyanathan was also present.

On the 5th Mr. V. B. Murthy talked to the Elementary School Teachers' Association, Old Katpadi, on the Protection Fund.

SOCIAL EDUCATION

PROF. DEWAN CHAND SHARMA,

Hoshiarpur.

The Education Minister, Maulana Azad, at a recent Press Conference held at New Delhi unfolded a comprehensive scheme of Social Education. The concept of Social Education may be new to Indians, but it is widely accepted in the West. Many countries like the U.S.A. and the United Kingdom have adopted similar schemes under different names such as Further Education, Informal Education and Education for Citizenship. Social Education is all these and a little more. In many ways, it is an extension of Adult Education. With professorial thoroughness and academic precision, Maulana Azad tried to formulate the objectives and to outline the programmes of these two types of education. There was nothing new in what he said but his attempt at clarification was commendable. That India needs both these types of education no one will deny. In India the history of other countries and especially that of England is repeating itself in many ways. When the first Reform Bill was passed in England, an English statesman said, "Let us educate our masters." By this he meant that the common man should be so educated as to be able to exercise rightly all those privileges, which citizenship in a democracy confers upon him. A similar situation faces us in India today, and Maulana Azad's scheme is an attempt to educate our masters. He is, however, thinking not only of the masters of today but also of those of tomorrow. His is a two-pronged attack. Adult franchise means the enfranchisement of a large number of voters for the purposes of the next election and those have to be instructed along the right lines. But the citizens of tomorrow cannot be neglected and their thorough schooling has also to be taken in hand. So Maulana Azad is going to provide for the present as well as for the future.

This is a very wise act of statesmanship.

So far as the objectives of Social Education are concerned, no one will deny their value. The eradication of illiteracy may be the task of Adult Education according to old-fashioned notions, but the production of an educated mind and the fostering of the civic sense are the domain of Social Education. Looking objectively at all these subtle differences which only academicians can understand, one will be inclined to think that the nomenclature Adult Education should be abolished in the interests of clear thinking. In India Adult Education has come to mean so many different things to so many different people that the best thing is to substitute in its place the new and meaningful term, Social Education. This Social Education should be of two types, for adults, whether literate or illiterate and for those who are receiving schooling in our educational institutions. Nor should it be confined only to schools and elementary schools at that. The Social Man which this type of education aims at producing cannot come to his own in our Basic Schools. The Social Man goes on evolving all through his life as the example of Mahatma Gandhi shows. At School he is in a rudimentary state of evolution; at college his further unfoldment takes place and at a university he attains to some degree of maturity. But his development does not stop at that. It is a life-long process which is merely set in motion by our educational institutions. Maulana Azad has, for the time being, placed this programme before Basic Schools, but if he really wants this education to be fruitful, he should introduce it all along the line. Not only this, but he should make some provision even for those who are described as highly educated. This will mean turning India into an educational state, but

one wonders if our resources can permit us to do so just now or in the near-future. But the long-range policy should not be lost sight of, though our beginnings are going to be very modest.

The programme of Social Education is really comprehensive. In fact, after reading it one feels as if it is going to be another specialised kind of education like commercial education, scientific education or vocational and industrial education. This fear should be set at rest. It should be made clear that our education which has been, all these years, so aimless is going to be re-oriented now. Besides other things, it will now be education for living, living especially in its social context which is forgotten by us so often. For instance, regular students will be taught the history and the geography of their country in such a way that their awareness of social conditions is enhanced. They will learn how the state is run and what part they can play in it. Laws of personal and public health will be taught to them and they will learn what clean and healthy living is. This is necessary in a country where the average expectation of life is so low. But the laws of public health require more attention here than in any advanced country. Once a foreign observer remarked that when he went into the house of an Indian he found it comparatively clean but when he came out into the street he found it very filthy. This he attributed, and rightly so, to the lack of conscience about matters of public health. This scheme of education will remedy this defect and will give people information about ventilation and accommodation in houses, and the disposal of refuse. It will give them some rudimentary idea of drainage and consideration for the conveniences of neighbours and other members of the public. This means the Brayne stuff all over again, but this should not be a disqualification. After all, this kind of improvement is not enough; so long as our standard of living remains very low, arrangements will be made for imparting training in a craft and for improving general efficiency. Due em-

phasis will be laid on the training of emotions and art, poetry, drama and folk dances will receive proper attention. The central ethical lesson that will be inculcated will be one of tolerance. This is meant not only for those who attend schools but also for adults, though the methods of approach will be different. On reading all this one only feels that perhaps Maulana Azad is attempting too much. He is more anxious to give us a clear-cut picture of Social Education than anything else. His statement is a good essay and not merely the statement of a policy of far-reaching importance.

It is, however, the implementation that matters more than anything else. For this, too, a programme has been chalked out which, on the surface, seems to be workable. Said Maulana Azad, "It is necessary that the basic school buildings and staff should be utilized to the fullest possible extent by serving as schools for children in the morning, adolescent schools and clubs for young people in the afternoon and education centres for adults in the evenings". This may be admirable in itself, but it appears to savour of over-doing. This is especially so when one remembers that the whole burden of this scheme will fall on teachers. Teachers in India are not particularly satisfied with their lot and they have always complained that there is no correspondence between their wages and their work. Now that each one of them will have to run three schools in place of one as at present, one can foretell their reactions. Unless they are given a fair and living wage, their interest in this scheme will be half-hearted. This means that this scheme will have the same kind of reception as the Adult Education scheme sponsored by the British Government. It will be mainly a paper scheme which will not call forth the dynamism of teachers and the enthusiasm of the public. But this may be a pessimistic view. It is quite possible that the teacher is more public-spirited in free India than in an India ruled by an alien race. It is, therefore, expected that he will rise to the occa-

sion and will discharge this much-needed duty.

When all is said and done no one will deny that this Social Education is the need of the day and statesmanship consists in overcoming the difficulties that lie ahead. That the small province of Delhi has been selected for carrying on an experiment in Social Education should not make us think that other provinces are debarred from undertaking it. Even those provinces which have inherited the old, out-moded British system of education, can fit it into their schemes of educational re-organisation. But it will not do for these provinces to undertake it as an experi-

mental measure. They should adopt it on a province-wide scale. For some newly-created provinces such as East Punjab the problem is simple. These have not yet undertaken the task of re-organisation in right earnest. In many ways they have to make a fresh beginning in many directions. Such provinces should embark on this scheme as early as possible after making necessary adjustments. It should be remembered that if we neglect Social Education, we do so at our own peril. Social Education will produce not only better citizens, but also better men and women. This is really the need of India today.

THE SOUTH INDIA TEACHERS' UNION

Diary for November & December 1949.

Nov. 12 Informal meeting of office-bearers.

„ Circular to all affiliated associations regarding resolutions on salary scales, etc. to be reiterated and sent to Ministers and M. L. C.'s.

19 Meeting of the Executive Board.

„ Joint Meeting of the Executive Board Members, Presidents of District Teachers' Guilds, and Headmasters and Headmistresses of City Schools to consider problems relating to Reorganisation of Secondary Education.

20 Meeting of the Executive Board (continued).

21 A deputation of the S. I. T. U. to the Hon'ble Minister for Education—Memorandum submitted.

26 Informal Meeting of office-bearers.

30 South Indian Teacher—November 1949—published.
Study Circle—Group meetings.

Decr. 4 President of the Union presided over Kottayam Teachers' Conference.

10 Informal Meeting of Office-bearers.

14 Voting Papers for the election of President to the Provincial Educational Conference sent to affiliated associations.

15 Balar Kalvi—October 1949—published.

24 Informal Meeting of Office-bearers.

31 Cultural exchanges with Mr. R. E. Turner of Yale University.

NEW EXAMINATION SYSTEM FOR U. K.

SECONDARY SCHOOLS

Following the unanimous recommendations of the Secondary School Examinations Council, Britain's Ministry of Education has announced a new system of secondary school examinations.

In 1950, the examinations for the School Certificate and the Higher School Certificate will be held for the last time. In their place, starting in 1951, will be a single examination for what is to be called the General Certificate of Education. Boys and girls at school, and candidates not in attendance at school, will be able to take the new examination.

THREE DIFFERENT LEVELS

Examination papers for the General Certificate of Education will be set in all suitable subjects at three different levels: ordinary, advanced, and scholarship. Ordinary level should be much the same as the present School Certificate, an "ordinary" pass corresponding to credit standard. These papers should be a reasonable test for candidates who have taken a subject as part of a wide and general secondary course up to the age of at least 16.

The advanced papers should correspond to the present standard for principal subjects in the Higher School Certificate. They should be a fair test for a subject to which candidates have specialised for perhaps a couple of years in the Sixth Form.

The scholarship papers should provide a new level, giving specially gifted pupils opportunities of showing their distinctive merit and promise.

ALL SUBJECTS OPTIONAL

One important difference between the new examination and the old is that all subjects for the General Certificate of Education will be optional, and there will not be a minimum number to pass as at present. Candidates will be able

to take as many subjects as they like at any of the three levels. A pass in a single subject at ordinary level will be sufficient to obtain a General Certificate of Education. The value of the new certificate will not be mere possession but what is recorded on it.

The most controversial change is the minimum age limit. Only pupils who are 16 by September 1 in the year in which they sit for the examination will be allowed to take the General Certificate, which will probably be held in the previous May of the same year. Thus, a boy or girl who sits for the examination might be 15 years and eight months, and another who sits the following May might be 16 years and eight months.

These changes are being made gradually. In 1949 School Certificate and Higher School Certificate examinations have been held as usual. In 1950 they will still be held, but with a minimum age limit.

CHANGING NEEDS

The new arrangements are intended to bring secondary school examinations into line with recent educational reforms and ideas. For some years it has been evident that the School Certificate and Higher School Certificate, invaluable though they have been in setting standards, have moved away from their original purposes, cramping and limiting the curriculum, and in some cases exercising a harmful effect on pupil and teacher alike.

The 1944 Education Act promised each child an education according to his age, ability, and aptitude, the new concept demanding that children shall be educated for the whole of life, not for one aspect of it only. Teachers, it was considered, should be free to meet the changing needs of their pupils and wholly responsible for their general education.

Stress, therefore, has been laid on the development of a system of internal examinations and school records to check and report the progress of each child. At the same time it has been held that external examinations should be taken as late as possible in school life to select candidates for scholarships or to establish competence in a particular subject. The existing certificates were felt to be obstacles in the way of these reforms. The General Certificate of Education has been devised to overcome the obstacles.

MINIMUM AGE LIMIT

The object of the new arrangements is to enable individuals to make the fastest possible progress in their chosen subjects against a background of good general education, taking the General Certificate of Education at the appropriate levels only when it is necessary to establish competence or gain a scholarship. They aim at testing reasonably mature candidates in those subjects likely to be of some permanent significance in their lives. Under the new system schools should be released from demands which have forced youngsters to cram and specialise at far too early an age, and this freedom should help teachers to provide more

adequately for the individual needs of their pupils.

Many problems and difficulties remain to be solved, for the General Certificate is a new examination placing considerable responsibility on the schools. Time-tables and internal organisation must be modified to allow for the varying rates of progress of pupils, and to enable them to take the examination in their best subjects at the most appropriate stages. A special difficulty is that of arranging for pupils who, in order to satisfy university entrance requirements, will have to pass in some subjects at the ordinary level and in some at the advanced level.

Ideas and techniques evolved to meet the present system are being thought out afresh, while subject syllabuses, papers and standards, and the special needs of those candidates who show definite promise, are being given considerable thought. These details, and many others, are being worked out by the examining bodies, the universities, the schools, Britain's Ministry of Education and the Secondary School Examination Council, on whose close co-operation the smooth running of this new educational reform in England and Wales will depend.

OUR LETTER BOX

K. Ramachandra Rao, Teacher, Bd. Hr. Ele. School, Nangur (Post), Sirkali Taluk, Tanjore District, writes:

Especially the Text Books prescribed this year for E.S.L.C. examination are not at all suitable in any way. The teachers working in Higher Elementary Schools are not fortunate enough to have students surrounded with good environments to create an English atmosphere. And also it is the

option of students reading in Higher Elementary Schools to take English. All the students in all the standards reading in Higher Elementary Schools do not take English uniformly. By these circumstances most of the teachers have to deplore that it is very difficult to secure good progress in teaching English. Particularly in this school year the teachers have to take much pains to teach the English text intended for E.S.L.C. examination.

EXTRACTS FROM ARTICLES

1. PRODUCTION EDUCATION—The Need of the Nation

DR. K. K. KINI,

Director of Public Instruction, Jodhpur.

Educationists and statesmen should think seriously what changes in the educational structure are immediately called for, which will furnish to the youths training that will fit them to earn a decent independent living and simultaneously provide them culture, a strong character and instruction in citizenship. *The earning motive is the strongest in every individual*, however much one may camouflage it. Every adult is employed the greater part of the day in earning his livelihood. If he does not earn enough, his interest in citizenship wanes, his character becomes weak, and he may even become a social evil and a political danger. *Hunger is the most formidable incentive to crime*. When the country was governed by a bureaucracy not responsible to the people, it could for a time ride rough-shod on peoples' aspirations and put down dissatisfaction with an iron hand, but in an independent country run on democratic lines by the will of the people, we shall have to find ways and means of meeting the just aspirations of youth and see that hunger does not stalk the land.

Basic education of seven or eight years' duration from the sixth year of the child to 13 or 14 years, where he is educated through crafts followed in his own environment by correlating cultural subjects with these crafts is the most feasible way.

In the high schools too, the production motive in education should be continued. Here the youths will be of ages about 14 to 16. Technical skill based on an understanding of the scientific principles underlying each of the processes involved is to be aimed at here. The youths of these ages are quite capable of comprehending the

scientific principles and mathematical and graphical computations involved. Mechanical shop where wood and metal work including practice on lathe is done should be compulsory for all, in the towns and the villages. Rudimentary principles of civil, mechanical, electrical, automobile, aeronautical and sanitary engineering can be easily taught at high school stage. Specialised trades like metal turning, foundry, plumbing and welding, printing, textiles, dyeing and calico printing would be very suitable. Building construction with interior decoration is of special importance. Agriculture, horticulture, sericulture, dairy-farming, poultry, sheep-rearing, weaving, pottery, fisheries, forestry, with courses in the production and repairing of appliances connected with these vocations, would be very useful subjects of study in the rural areas.

Occupational civics could also be learnt. Study of Mathematics, Science, Art and Drawing, Commerce and Geography related to these vocations or trades would be the additional cultural equipment of the youth. The students would have studied enough of Indian history in basic schools, there is no need again to repeat the course in high schools. On the other hand history of industry and agriculture in the whole world in the regional language would be a stimulating study.

Roughly if half the time of the youths be spent in the practice of the vocation in fields or workshops or both and the other half be given to the languages and other related subjects and occupational civics, an all round youth, vocationally fit and culturally sound will be produced.

There are some subjects which are fit to be taught in industrial (urban) areas where exist factories which form a natural environment for the study of those subjects, namely textiles (mill), engineering, metallurgy, chemicals etc. So the urban high schools should teach these subjects and allied subjects. The youths should have opportunities of visiting these concerns and also of having their practical training there. It would be highly desirable to sandwich practical training in factories with bookish subjects in the school by arrangements with industrialists.

While our present urban universities should in an increasing measure provide opportunities for *production education*, or even transform themselves into *production universities*, a new type of university should be organised in rural areas to suit the economic, social and defence requirements of the rural population on the one hand and the nation at large on the other. The rural universities should be pre-eminently universities for the production of food, clothing and shelter and by a system of home guards, provide soldiers in times of emergency. The subjects of study should be agriculture, animal husbandry, including rearing of sheep, fowl etc., textiles, forestry, pottery, fisheries, rural electrification, rural engineering, rural building trades, rural home-making, rural nursing and sanitation, etc. based on modern principles of science and technology. Rural education, rural economics, rural sociology etc. should be also included in the programme. The courses should also be so fashioned as to teach rural people to install small scale industries on modern scientific and technological lines.

Need for a Geography Teachers' Association.

The teaching of geography in Indian schools needs drastic improvement. Something has to be done by geography teachers themselves in this direction. One and perhaps the most potent method of proceeding in this direction is for all geography teachers to combine and effect a periodic exchange of views on the various topics of importance.

It has, therefore, been suggested to collect views on the question of starting an All-India Geography Teachers' Association.

Geography teachers in various schools and geography lecturers in the training colleges are requested to send their views to the Organizing Secretary, Prof. V. S. Mathur, M.A. (LONDON); P.C.S., Central Institute of Education, 32-Probyn Road, The Mall, Delhi 2.

THE PROGRESS OF EDUCATION.

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2. RE-ORGANISATION OF SECONDARY EDUCATION

Opening speech of Sri T. S. Avinashilingam Chettiar at the Coimbatore-Nilgiris Dt. Teachers' Conference on the 28th September, 1949 at Sri Ramakrishna Mission Vidyalaya, Periyanaickenpalayam.

The secondary schools must have settled down by now to the working of the reorganisation scheme. The statement of the new Minister for Education my Hon'ble friend Mr. Madhava Menon that the reorganised scheme will continue unchanged except in the matter of languages, should have settled any doubts that anybody may have. One of the main characteristics of the reorganisation scheme has been the emphasis on crafts and activities and consequently the creation of leadership. The activities provided are of many kinds, in crafts in social services, in the sharing of the management of the school, in art, drama, in the school parliament and in the various items of citizenship training. The modern trend in education has been to activate the curricula. The mere class room teaching with the teacher as the main actor and the students as passive listeners has been banished in all progressive countries. Progressive education implies providing of experiences to the children through various activities so that they will learn through their own experience and the intellectual stimulation arising out of such experience.

* * * *

Coming to the recent orders of Government with regard to languages: we have to study three languages, one the regional language, the second Hindi or Hindustani which may be called the national language and English which may be called an International language. While the regional language is being studied from the elementary stages Hindi and English are two new languages which children have to study

at the secondary stage. It will be seen that it will be very difficult for a normal child to study two new languages at the same time. It must be remembered that these two languages are different from each other in script, grammar, and general construction and to study two such different languages at the same time must be a burden to most of the children. If there was a feeling that English must be given greater priority, the proper thing would have been to postpone Hindi to a later period. But to begin two new languages at the same time will be to the disadvantage of the child. This matter must be looked at from a more objective and scientific point of view. We must first ask ourselves what is the objective of teaching English in the high school stage. We must put the question whether our objective is understanding or whether we aim at expression through medium of English. If our objective is mere understanding then it will be sufficient if we begin English in II Form. But if our objective is expression through the medium of English then we must introduce English earlier. This must also be viewed along with the resolution passed by the Constituent Assembly with regard to Hindi as the national language of India. Looked at from these points of view I believe that the change has not been the result of mature consideration. I don't have the report of the University (Radhakrishnan) Commission, but from what I see in the newspapers they seem to have suggested the introduction of English in the Third Form stage.

3. NEW PROBLEM OF ADULT EDUCATION

DR. K. N. KINI, M.A. (HONS.) A.M., PH.D., *Dip-in-Edn. (Columbia)*
Director of Public Instruction, Jodhpur.

Our country has to progress industrially and in agriculture and in producing first rate materials required for defence purposes. We should be, as far as possible, a self-sufficient nation. To produce these requirements our workers should be more skilled, evince greater intelligence and possess an elementary knowledge of science and practical mathematics and machine drawing. For example an ordinary labourer can hardly perform efficiently the tasks involved in the manufacture of electrical machinery and radio equipment, battle ships, destroyers and so on. Therefore after the ordinary literacy of the adult is achieved, we should organize courses for them in elements of science and mathematics, geometrical and machine drawing and relate these to the vocations they are following with the object of enhancing their vocational competency. An analysis of each of the jobs in which the adults of the locality are engaged should be done and the particular aspects of the above named subjects that are applicable therein should be taught to them. If the adults find that what is taught to them has relation to their vocations and will enhance their efficiency and therefore their earning power, they will surely be interested in the instruction imparted. In short we should vocationalise adult education even from the lowest level. Specially qualified persons should be employed to do the job analysis and produce suitable books for the use of the adults. Adult Education Teachers should also be specially trained to perform their tasks with zeal and efficiency and knowledge. They should keep themselves in intimate touch with industry and know their requirements.

In order to increase production in our country, which is the most important question of the day, we should organize as part of adult education programme "*trade preparatory courses*" for those already engaged in industry. An adult has chosen, say, metal-turning as his occupation. He finds that there is no

future for it in the locality and that he would take to a new vocation, say, plumbing. Opportunities should be provided for such new trade preparatory courses—at the artisan level in the evening or night classes.

Courses of "*trade-extension*" type should also be organized. An adult may not be very proficient say in "*electric welding*" and he wishes to upgrade himself in the same vocation so as to enable him to earn more or occupy higher positions in the industrial employment ladder. Courses should be devised for him to reach the highest proficiency. He should be taught the science, the mathematics, the drawing and the commerce connected with the trade, which knowledge will add to his cultural equipment also. Culture should and could be also sought through the vocation.

* * * *

I plead that we should establish new types of Colleges and Universities in rural parts to suit the social and economic life of the rural population. Rural Colleges and Universities should be pre-eminent institutions for teaching people to produce food, clothing, and building materials required by the nation on modern scientific and technological lines. Agriculture, animal husbandry, textiles, forestry, pottery, fishery, rural electrification, rural building trades, soil conservation, small scale industries etc should be the subjects of study *at college level in their natural setting* and the rural population should have opportunities of going up to the highest stages including research in these branches.

* * * *

Defence should be a great concern of our nation. "*Home Guards*" should be organized on a tremendous scale in towns as well as villages. Adult Education movement and Home Guards movement should be co-ordinated. Adults should be interested in the matter of protecting themselves and their goods. *Every adult should be a soldier.*

GLEANINGS

SOME FUNDAMENTALS OF PEDAGOGY

Education is guided growth. We are only beginning to learn how to manage it effectively. Most people even in the more advanced civilizations still suffer from some form of arrested development. But enough progress has been made to suggest immense possibilities yet to be realized. We shall best achieve the promise of education if we keep certain fundamentals ever before us.

The first fundamental is for the teacher to know himself and to understand how every phase of his thinking and living plays upon his teaching. No one can teach more than he is. Children are quick to note the teacher's every like, indulgence, habit, or mannerism, every purpose and ideal. If he approaches his task with reserve strength and serenity of spirit, pupils benefit; if he is exhausted or irritable, they suffer. If the teacher does not know himself and is not able to work out daily, weekly, monthly, and yearly routines that keep him at his best physically, mentally, and spiritually, he cannot expect the best results in the development of character and personality in the children. As Horace Mann once wrote, "For the noble office of improving others, the first of the preparation is self improvement."

The second fundamental is to understand the growth and development of the child—to know him as an individual different from all others. Attitudes, feelings, purposes tend to be neglected because they are difficult to deal with. It is easier to teach a process in arithmetic than to arouse a will to honesty, easier to establish a mechanical skill than a moral purpose. In the teaching of psychology, there is sometimes a tendency to overemphasize conditioned reflexes. The knowledge of how to condition reflexes gives great power over people as every dictator and advertiser knows, but it is disciplined aspirations, purposes, and

ideals that have built civilization and must sustain it if it is to survive. The child mind can best be quickened to the higher values during its early years. It is because these early years are so important that the best-prepared teachers should be those dealing with young children.

The third fundamental is to understand society, which is in a constant state of change and growth. Our task as teachers is to seek to learn the laws of that growth and to educate in accordance with them instead of against them. The ideal is a well-developed individual in a well-developed community where intelligence, goodwill, justice, and co-operation are the accepted practice. The customs, laws, institutions, and ideals which are developing in society have to be understood in relation to geographical and historical backgrounds. Each citizen has to be taught to assume his share of the common responsibility as a matter of duty. Without a high sense of duty and loyalty, our complex institutions cannot be maintained. The highest loyalty to an institution is the desire to improve it.

The fourth fundamental is to use one's knowledge of himself, of the individual pupil, and of society to bring about within the individual pupil an awakening to his own selfhood and individuality. This is something akin to conversion in religion. The fact that we have no accepted name to describe this awakening and that we give more attention to a dozen less important phases of teaching is food for thought. The individual who is awakened to the opportunity and responsibility which he has in himself for the development of all his powers and their use in behalf of the common welfare of humanity will continue his education no matter when his formal schooling may end. The success of the teacher is best measured by the number of persons he has inspired and awakened.

(Page 251 N. E. A. Journal, April 1949.)

TRANSFER OF LEARNING TO OUT-OF-SCHOOL LIFE

For a long time, educators have been concerned with transfer of learning from life in school to life out of school. It is generally agreed that skills in one kind of performance do not necessarily carry over to another kind. However, when generalizations are made from the learning experiences of students, there is hope that these will be applied in other experiences.

This is true also of generalizations about democratic living and its disciplines. Such living can be learned daily in the classroom.

When the living which occurs in the classroom is like the living in the larger society and when children are helped to understand such living and to generalize therefrom, we can more reasonably expect the learning to transfer from the school to the larger society. When the school disciplines are democratically determined and intelligently understood, there is hope that such disciplines will also be transferred to life outside of school.

(Page 257, *N. E. A. Journal*, April 1949.)

THE IMPACT OF DEVALUATION

All political parties have made their contribution to the development of our education system—although in varying and at times in inadequate degrees. It is, we would emphasise, a national service, based upon national consent and in response to national needs. We have, therefore, no reservations when we plead for the co-operation of men of enlightenment and goodwill in all parties in defence of the service

of education. In this period of doubt and uncertainty we should refuse to panic. We should realise that a prudent public policy will be found only in the development of the constructive social service of education.

We are well aware of the view expressed by Lord Cherwell, that "penal taxation conspired with social services to discourage saving," but we refuse to admit that the service of education is a partner in the conspiracy. Education gives more than it receives. Indeed the ultimate source of our personal and national income in the modern world is the intellectual and technical ability of our people. Our personal and national revenues derive directly from the intelligence of our people. A backward, decadent people, is a people who, through lack of developed intelligence, fail to make use of the material resources at their disposal. We have every social and economic reason for demanding the expansion, rather than the curtailment, of the service of education. The cry has gone forth that the Government should "draw up a list of priorities" in the social services. We make bold to claim that the first priority, whether decided upon personal or national grounds, is the healthy bodies and the live intelligence of British youths.

We hope, therefore, that the Chancellor, and the Government will stay the heavy hand of stagnation upon the service of education.

(Page 414, *Schoolmaster and Woman Teachers' Chronicle*, dated 13-10-1949.)

NEWS AND NOTES

MADRAS

EDUCATIONAL EXHIBITION

The Department of Education of the Government of Madras will conduct educational exhibitions at the College of Engineering, Guindy and at Teynampet in connection with the All-India Khadi and Swadeshi Exhibition. The period of exhibition at Guindy will last about 10 days.

The aim and scope of the exhibition are in the main, to explain to the visitors the salient features of the reorganised education scheme and the activities connected therewith. The exhibition will explain the Government's programme and ideas to the public with a view to popularising them. All the educational institutions in the province are expected to take part in the exhibition.

It is also proposed to exhibit a model library, a model museum, and a model school garden. Educational publishers have been asked to display their publications. There will be mass drill and other physical activities in the evening, besides variety entertainments by the school.

SOCIAL EDUCATION FOR ADULTS

The Department of Education is examining a proposal to request high schools and higher elementary schools to open special classes in social education for adults. A recommendation to this effect had been made by the Provincial Advisory Board of Education.

The District Educational Officer, Madras, has asked the managements of secondary schools in the City whether they can open classes in social education for adults immediately in their schools.

FIRST AID TRAINING FOR SCHOOL BOYS

Presiding over the first anniversary of the Bhatia-Cadet Ambulance Division, Mylapore on 13th November, Mr. Gopala Reddi congratulated the P.S. High School authorities on having conceived the grand idea of starting a Cadet Division there, and having suc-

cessfully conducted their classes and parades for over a year. Perhaps the P. S. High School was the first to start a Cadet Division. He suggested that the Medical and Educational authorities should take up the idea and provide for such training at least in one high school in every district. The Minister stressed the need for discipline, even for rendering effective relief to the wounded. Whatever was necessary for a soldier was necessary for Ambulance Cadets, he said. Hence, discipline and obedience to orders of superiors were essential for any citizen.

TIRUCHIRAPALLI

Under the auspices of the District Guild the Education Week was inaugurated by Khan Bahadur P. Khalifullah in the premises of National College High School, Tiruchy at 5-30 p.m. on Monday 10-10-1949. Sri L. R. Natesa Iyer, Headmaster, N.C.H.S., welcomed the guests. Sri K. N. Rangarathna Sastri-gal, Headmaster, Government Training School, spoke on "Education and Training the Citizen of Free India," explaining how the Reorganized Scheme of Studies helps this. Mr. Khalifullah in his Presidential speech stressed the importance of Religion in moulding the character of children. Sri A. Rama Iyer, President of the Guild appealed to the teachers to contribute to the Sabhesan Thanksgiving Fund. Sri M. Sundaram, Secretary, N.C.H.S. Teachers' Association, proposed a vote of thanks.

On the invitation of the Srirangam High School Teachers' Association, the second of the Education Week Meetings was held on 12-10-1949 in the premises of the Boys' High School, Srirangam, with Sri E. V. Srinivasachariar, B.A., B.L., in the chair. Sri K. N. Rangaswami Iyer, Headmaster, welcomed the guests. Sri K. R. Avadhani, B.A., B.L., spoke at length on "Education, Scouting and Citizenship."

Sri R. Bhuvarahan, Secretary of the Guild appealed to those present to contribute to the Sabhesan Fund and thanked the Srirangam H. S. Teachers' Association for their hospitality.

Sri K. Parthasarathy Iyengar, Principal of the school, proposed a vote of thanks.

The last day of the Education Week was celebrated with a meeting at the V. V. High School, Thiruppalathurai, when Sri Swami Chidbhavananda presided and Sri P. S. Ganesa Sastrigal, retired Headmaster, N.C.H.S., Tiruchy, spoke on the "Moral and Spiritual basis of Citizenship." The Secretary of the local Teachers' Association, Sri N. S. Srinivasan welcomed those present.

Swami Chidbhavananda observed that the Indian has the rare power of assimilating the new with the old culture. He exhorted the teachers to be more spiritual in their outlook. Only then can they discharge their responsibility of moulding the character of the future citizen.

Sri R. Bhuvarahan, Guild Secretary, thanked the Teachers' Association of the V. V. High School for their invitation to hold the meeting there.

Sri R. Ramakrishnan, Headmaster of the school, and Mofussil Secretary of the Guild proposed a vote of thanks.

TANJORE

Under the auspices of the Tanjore Secondary School Teachers' Association Education Week in Tanjore was celebrated for two days in the Rao Bahadur Ramanathan Chettiar Hall on the 14th and 15th of October, 1949. The President of the Town Teachers' Association, Mr. V. Ramanujam, Headmaster, Kalyanasundaram High School, Tanjore welcomed the parents and teachers assembled in the Hall and appealed to them to take a living interest in the work of the local schools and in the training of their children and the parents were an important factor in education as much as the teacher and there was a need for healthy under-

standing of the work of the teacher by the parent.

Sri S. Nataraja Nadar, B.A., B.L., Subordinate Judge of Tanjore presided and inaugurated the week on the 14th October, 1949 at 5-30 p.m.

Secondly, Sri N. Muthukrishna Ayyar, B.A., B.L., delivered a lecture on "*The Teacher and the Diplomat*".

Then Sri Isaac Albert, B.A., M.Ed., Senior Deputy Inspector of Schools, Tanjore spoke on "*Parental Co-operation*."

The president of the day then explained the Rotary ideals.

Mr. V. Akshayam, the Secretary of the Association, thanked the three guests.

On the 15th instant the students day was celebrated with Mr. S. Vadivelu Pillai, B.A., L.T., Personal Assistant to the District Educational Officer, in the chair. After prayer and welcome by the president of the Association an elocution contest was held. Student representatives from four institutions of the town spoke on "*Citizenship*" by turns and the board of judges constituted to choose the best elocutionist recommended the name of Apparswami of the St. Peter's High School, Tanjore. He was given the Dr. Ramanathan Prize—a book.

Demonstrations were then held illustrating the Citizenship and Social Studies, activities carried on in the local schools.

A physical education parade was conducted by the St. Antony's High School, Tanjore. A folk song and dramatization of the life of Columbus were exhibited by the St. Peter's High School. A citizenship action movement and a Physical Education Tableau were demonstrated by the Kalyanasundaram High School. All these items were appreciated by the audience.

Sri K. Balakrishnan, M.A., L.T., delivered a lecture on "*Citizenship Training*."

Secondly Sri V. S. Sethuraman, M.A., L.T., Assistant, Veeraraghava High School, Tanjore spoke on "*What Devaluation means to us*."

The president of the day congratulated the students on the splendid show they put up and spoke in appreciation of the two lecturers. He appealed to the parents and teachers to understand the spirit of citizenship training and give the scheme a fair and sincere trial.

After vote of thanks by Sri V. Akshayam, Secretary of the Association and the singing of National Anthem, the celebrations came to a close.

NEGAPATAM

The Education Week was celebrated on the 18th of October, 1949 in the premises of the National High School, Negapatam under the auspices of the Teachers' Associations at Negapatam. Janab Kadhira Mohamad Nainar, District and Sessions Judge, Negapatam presided. Rev. Sankey, Principal, The Church of South India High School, Negapatam gave a talk on "Education For World Citizenship." There was a large gathering of men and women teachers and the public. Sri R. Gopala Iyer, Headmaster, N. H. School, Negapatam welcomed the President, the Speaker and the Public.

Sri S. Balasubramanian, General Secretary, District Teachers' Guild proposed a vote of thanks.

POLUR

As the Education Week synchronised with the Annual Inspection of the school by the District Educational Officer, N.A. on 10, 11, 12 and 13-10-49 the manysided activities had to be spread over till the end of October 1949 as some of the items were heavy and assumed the character of class-room projects which required time for perfection and finish. The experiment of harnessing all the talents of the largest number of pupils was a signal success and the achievement of the pupils in creative activities is a proud record and shows the potentialities of the social and citizenship programmes in the re-organised syllabus.

Four days are singled out for special mention.

1. 10-10-49 *Monday*.—Inauguration Day. There was a grand flag parade and the flag was hoisted on the new semi-circular pedestal by Sri K. R. Manickkum, M.A., L.T., who appealed to the pupils to form class units for adult literacy campaign in select villages nearby. Nineteen oil lamps symbolic of the 19th year of celebration camphor and coconut offering, special memorial verses in Tamil, Sanskrit, Hindi and Urdu and yarns by the headmaster and march past were the features of the day.

2. 11-10-49 *Tuesday*.—Cleanliness Parade Day. Sri Chandran Job, M.B.B.S., the local doctor inspected all the 1,075 children in 26 separate sections. The class teachers and the class pupil leaders and squad leaders assisted him to examine the nose, teeth, tongue, ear, finger nails, skin and clothing and general physique of the pupils. Two of the best pupils were selected from each section as prize winners. The doctor gave a talk on care of health and the need for a balanced diet. All the 20 pupils from the school hostel went to the local cheri for a street cleaning campaign. A census of adult illiterate in the cheri was collected and the pupils are doing follow-up work each Tuesday and on the monthly Harijan days.

3. 12-10-49 *Wednesday*.—Girls' Day. Mr. C. Krishnasamy Rao, B.A., L.T., Retired D.E.O. of the Mysore State service who with his wife came down on a pilgrimage to the "Brindavan" at Karapundi presided. Kummi, kolattam, dance, music and drama and a farce by girls were the items of competitions. Mrs. C. Krishnasamy Rao distributed the prizes and the President who appreciated the performances and the varied talents of the girls in this school held out to S. India girls the example of mass dance practice by girls in the Maharashtra and in the Punjab. Sandal paste, pansupari and flowers were distributed to the mothers who attended.

4. 28-10-49 *Friday*.—Inter-class Educational Exhibition and Decoration competition. The whole school put on a festive appearance and each indivi-

dual class-room was richly equipped with portraits and mottos drawn by the class as a whole and with a full array of maps, charts, drawings, paintings and other aids. Kolam, paper buntings and leafwork and illumination made each class gay. A committee of judges consisting of Sri T. V. Hari Rao, B.A., B.L., Judicial Magistrate, Sri Kuppu Rao, Manager of the Police Superintendent's Office and Sub-Inspector of Central Excise awarded marks and the following sections won the shields.

VI-A—I : III-A—II : I-A—III.

The cups for the second place in each layer of the school were awarded to :

VI-B.—II Higher Forms ;

III-C—II Middle Forms ;

I-D—II Lower Forms.

It is refreshing to note that there were more than 2,000 exhibits on the whole and each pupil felt that he had his share in the cumulative impression his class should create. Some classes worked night and day to perfect their project.

TUTICORIN

The 19th Education Week organised by the South India Teachers' Union was celebrated in Tuticorin under the auspices of the Tuticorin Teachers' Federation from Sunday, the 23rd October to Thursday, the 27th.

The Educational Week was inaugurated on Sunday, the 23rd inst. in the Municipal Hall under the presidentship of Sri Joseph, Municipal Health Officer. Sri R. Sashta Iyer, B.A., L.T., Headmaster, S. A. V. High School, Tuticorin, spoke on the "*Aims of the Education Week.*" Sri Samuel Muthiah, B.A., L.T., Headmaster, Caldwell High School, Tuticorin and president of the Tuticorin Teachers' Federation, spoke on "*The Renaissance in Education in Free*

India." The second day's proceedings took place in the Caldwell High School with Sri A. C. Paul Nadar, B.A., B.L., in the chair. There were two lectures, the first on "*The United Nations Organization*" by Sri V. Antonisami, M.A., L.T. of the St. Xavier's High School, and the other on "*The Need for a Common or National Language*" by Sri N. Narayana Iyengar of St. Aloysius Girls' High School. The third day's function was held in the St. Francis Xavier's High School and was presided over by Sri Samuel Muthiah, B.A., L.T. Sri D. Aiyadurai Jesudason, B.A., M.Ed., spoke on "*Basic Education*" and Sri R. Sashta Iyer, B.A., L.T. on "*Citizenship Training.*" On the fourth day the meeting was held in the S. A. V. High School and Sri B. R. Chakravarthi, B.A., B.L., Sub-Judge, presided. Miss A. Meenakshi, B.A. (HONS.), B.T., Headmistress, Subbiah Vidyalaya Girls' High School, delivered a lecture on "*Women's Education today*" and Sri T. M. Kanthimathi, Junior Deputy Inspector of Schools on "*Extra Curricular Activities.*"

On the last day of the Education Week, i.e. Thursday, the 27th inst. Sri K. S. Nagarathnam Iyer, B.A., L.T., District Educational Officer, Tinnevely East, presided and the Rev. Sathia Samuel, B.A., L.T., Principal, Bishop Sargent's Training School, spoke on "*Psychology and Home Training*" and the Rev. Fr. Thomas, S.J., D.D., on the "*Moral and Spiritual Basis of Citizenship and Education.*"

Much of the success of the Education Week is due to the untiring efforts of the office-bearers of the Tuticorin Teachers' Federation and in particular to those of Sri V. Antonisami, the Vice-President and Sri M. Doraisami, the Secretary.

FROM OUR ASSOCIATIONS

TANJORE

TANJORE DISTRICT TEACHERS' GUILD

The first quarterly meeting of the Guild was held in the Kalyanasundaram High School, Tanjore on the 5th September, 1949. Sri N. S. Krishnamurthy Iyer, President of the Guild presided. There was a very large gathering of delegates from all over the District.

Sri S. Balasubramanian, B.A., L.T., Secretary of the Guild read the report and the statement of accounts which were approved.

Mr. Isaac Albert, Senior Deputy Inspector of Schools, Tanjore spoke on "Modern Trends in Objective Tests."

Sri V. Sarangapani Naidu spoke on "Citizenship Activities."

The following are some of the resolutions passed :

Resolved to request the Government to exempt language teachers who have taken a University Diploma in that language, from sitting for the language paper in the S.S.L.C. Examination.

Resolved to request the Government to insist on the benefits of P.F. to all qualified teachers in all schools, irrespective of the management even when they are in probation.

Hindi should be compulsory and must be taught from First Form in Devanagiri Script.

The study of the Regional Languages should be split into two parts from Form Two :

(a) Modern Prose, Poetry and Composition.

(b) Classical Prose, Poetry and Grammar.

Part (a) will be compulsory for all. Sanskrit may be offered as an alternative to part (b). Algebra and Geometry may be offered as an alternative to Elementary Maths. from Form Five.

The Government be requested to go into the defects and anomalies arising out of the G.Os. issued regarding the classification and scales of pay of language teachers.

This meeting requests the Government to re-organise the Secondary Teachers' training, so as to provide a ten months course for intermediates and to sanction a special scale of pay for intermediate trained teachers.

To request the Government to increase the rate of contribution to the teachers P.F. from one-anna in the rupee to two annas in the rupee, by the subscriber and half-anna in the rupee to one anna in the rupee by the management and the Government contribution be raised from $\frac{1}{3}$ to $\frac{1}{2}$ in the case of aided schools, and a Bonus equal to the contribution by the subscriber.

Resolved to conduct a Citizenship Training course for the teachers in the District under the auspices of the Guild.

Resolved to approve of the action of the Secretary, in sending a reply to the Defamatory article published in the "Swadesamitran," dated 1-11-1949 regarding teachers.

Resolved to consult legal opinion in the matter and take such action as may be advised.

NEGAPATAM

At the election held on the 15th September, 1949, at the National High School, Negapatam the following were elected :

Office bearers for the year 1949-50

President :

Sri N. S. Krishnamurthy Iyer, B.A., L.T.,
Headmaster, Municipal High School,
Mayuram.

Vice-Presidents :

Sri J. Amaladasan, Headmaster, Findlay High School, Mannargudi.

Sri M. Govindaswamy Pillay, Headmaster, Board High School, Kodavasal.

Secretaries :

Sri S. Balasubramanian, B.A., L.T.,
National High School, Negapattinam.

Sri C. Govindasamy Pillay, Municipal Elementary School, Mayuram.

Representative for the S.I.T.U.:

Sri S. Sundaresa Iyer, Headmaster, Board High School, Tiruturaipundi.

COIMBATORE & NILGIRIS

Resolutions passed at the 24th Annual Conference held on 28-9-49.

1. RESOLUTION OF CONDOLENCE.

This Conference expresses its profound sense of sorrow at the demise of Sri M. S. Sabhesan and places on record its deep sense of appreciation of his untiring services to the teaching profession and the cause of education.

2. REPRESENTATION TO THE GOVERNMENT:

(a) *General.*—The Conference urges the Government to take immediate measures to open more training centres for graduate teachers in view of the acute scarcity of the B.T. Teachers to man the growing number of Educational Institutions in the Province and it suggests that such training centres to be newly opened should be located at the district centres of the different linguistic areas other than Madras.

This Conference is of opinion that in the interests of the efficiency of Instructions and Education the strength of a class in charge of a teacher shall ordinarily be restricted to thirty.

(b) *Reorganised Scheme.*—This Conference wishes to reiterate its previous resolution passed at the Half-yearly Conference held in last April requesting the Educational authorities to recast the syllabus in Elementary Mathematics in the Higher Forms (IV, V and VI) so as to include elements of Algebra and Geometry within its scope instead of having it as an optional subject.

The Conference resolves that in the interest of the vast majority of the school-going population, English, while remaining a compulsory subject of study in Secondary Schools, be taught through the medium of the Regional Language from 3rd Form stage and

consequently the aim should be confined to the comprehension side alone and that the medium of examination also shall be the regional language.

(c) *Pay and Prospects.*—This Conference resolves to request the Government to take immediate steps for enforcing uniform scales of pay and security of service for teachers under different managements as per recommendations of the Central Pay Commission.

This Conference resolves to request the Government to issue orders to the managements of aided Institutions to Grant House Rent Allowance to their staff as in the case of Government and Local Board Teachers and to permit the expenses incurred on that account for purposes of Grant.

This Conference requests the University of Madras to permit *bonafide* teachers to appear for the various Diploma Course Examinations also as private candidates.

This Conference resolves to bring to the notice of the University authorities the necessity of introducing transitory regulations with regard to the rules of eligibility prescribed for the S.S.L.C. Examinations in case of such pupils following the 1929 scheme regarding languages alone.

Office-bearers for 1949-50:

President:

Sri K. M. Ramasamy, B.A., L.T., Headmaster, D. J. High School, Gobichettipalayam.

Vice-Presidents:

Sri R. G. Subramanyam, B.A., L.T., Headmaster, Nanjappa High School, Tiruppur.

Sri S. Venkatarāman, B.A., L.T., Sarvajana High School, Peelamedu.

Secretary:

Sri K. V. Marimuthu, B.A., L.T., Board High School, Erode.

Assistant Secretary:

Sri K. Ramachandran, B.A., L.T., Ramakrishna Vidhyalayam, Periyannaickenpalayam.

DEVAKOTTAI

The annual conference of the Ramnad District Teachers' Guild was held on 15-10-1949 and 16-10-1949 at Devakottai in the central hall of the N. S. M. V. P. S. High School. About 150 delegates representing 30 affiliated associations attended the conference.

The Public meeting commenced at 4 p.m. with the hoisting of the National Flag by Sri M. L. M. Mahalingam Chettiar, correspondent, N. S. M. V. P. S. High School, Devakottai.

The open session commenced at 4 p.m. under the distinguished Presidency of Sri S. Natarajan, B.A., L.T., President, S. I. T. U., Madras. After prayer by Sri C. Viswanatha Ayyar, B.A., L.T., Headmaster, O. V. C. High School, Manamadurai, Sri K. A. Vanchi Ayyar, B.A., L.T., President of the Guild welcomed the delegates.

Sri P. N. Chamu Nair, B.A., L.T., Divisional Inspector of Schools, Mathurai declared the conference open. He said that the Guild should take the necessary steps to organise Teacher-Parent Associations for the good of the pupils. Emphasising the need for qualified teachers he suggested that an organisation like the District Teachers' Guild could serve as an Employment Exchange, which could help the Government and managements of schools in getting properly qualified and the right type of teachers. He also suggested that Teachers' organisations should take up publication of books as a useful trade and for that purpose start co-operative societies. He added that District Teachers' Guilds should organise courses for Citizenship Training, Craft Training, etc. and the Government would be pleased to render all possible help in the matter.

Sri S. Natarajan in the course of his presidential address said that with the advent of freedom the responsibilities of teachers had greatly increased and the teachers had to fight not only against illiteracy but also against sectarianism, communalism and other forces of disruption and disorder rampant in the land. He said that there was a

sense of frustration among teachers on account of their low emoluments and that the Government were tardy in recognising their demands. It was up to the teachers to get over such frustration and discontent, while in the class-room, as otherwise, they might inculcate the same feeling in the young minds. They must leave the question of service conditions to their organisation and should do their work with zeal and devotion.

Sri S. S. Narayanaswami, Secretary of the Guild, read messages received on the occasion from the Premier of Madras, the Minister of Education, Sri S. Ramaswami Naidu, Mayor of Madras, Sri V. Natarajan, Divisional Inspector of Schools, Coimbatore and others.

The General Body met again at 6-30 p.m. with Sri S. Natarajan, President, S. I. T. U. in the chair to celebrate the sixth day of the Education Week organised by the Guild. Prof. S. Srinivasan, of Dr. Alagappa Chettiar's College, Karaikudi, delivered an interesting and instructive address on "The Teacher in Free India." This was followed by a symposium on "Low attainments of pupils in schools—cause and cure" Sri M. Rajah Ayyar, Headmaster, Rajah's High School, Ramnad, initiated the discussion. Messrs. Venkatasubban of Keelakarai, N. Chakravarthi Ayyangar of Devakottai and Rajiah of Nemathanpatti participated.

With a vote of thanks by Sri S. S. Narayanaswami, the first day's session ended at 8-30 p.m.

The deliberations were resumed again at 8 a.m. on 16-10-1949. The Education Week celebrations held under the auspices of the Guild ended with an address by Sri S. Raghavachari of Keelasevalpatti on "Education and Word-citizenship." Sri S. Natarajan presided. Then Sister Mary Xavia of the St. Mary's High School, Devakottai initiated a symposium on "Social Activities and Social Training in the Reorganised Scheme of Secondary Education."

The following were elected as office-bearers for the year 1949-1950 :

President :

Sri K. A. Vanchi Ayyar, Headmaster,
N. S. M. V. P. S. High School,
Devakottai.

Vice-Presidents :

Sri M. Rajah Ayyar, Headmaster,
Rajah's High School, Ramnad.

Sri K. V. Narayana Ayyangar, Head-
master, K. V. Sala High School,
Virudunagar.

Miss T. Paul, Headmistress, Kshatriya
Girls' High School, Virudhunagar.

Secretary and Treasurer :

Sri S. S. Narayanaswami, N. S. M. V.
P. S. High School, Devakottai.

Joint Secretary :

Sri S. Dharmarajan, Rajah's High
School, Sivaganga.

*Representative on the S. I. T. U.**Executive Board :*

Sri K. A. Vanchi Ayyar, N. S. M. V. P.
S. High School, Devakottai.

The president **Sri S. Natarajan**, in his concluding address made a fervent appeal to the delegates to strengthen the professional organisation by cent per cent enrolment, by bringing in every teacher into the Guild, by becoming members of the Protection Fund and by subscribing to "the South Indian Teacher" and "Balar Kalvi," the official Journals of the S. I. T. U.

The following are among resolutions that were passed :

1. This conference expresses its profound grief at the death of Prof. M. S. Sabhesan, a veteran educationist, able organiser, selfless worker and great leader who may rightly be called the maker of the South India Teachers' Union and feels that his death is an irreparable loss to the teaching profession and places on record its high appreciation of the services rendered by him. It authorises the Secretary of the Guild to communicate the resolution to the S. I. T. U. and the members of the bereaved family.

2. This conference places on record its deep sense of sorrow at the demise of Messrs S. Senthilnayagam Pillai and K. V. Meenakshisundaram Ayyar of

the N. S. M. V. P. S. High School, Devakottai and Krishna Ayyar of the O. V. C. High School, Manamadurai, members of the Guild.

3. This conference requests the University of Madras to permit Secondary Grade teachers who had completed the S. S. L. C. course and were eligible for government service, to appear for the University examinations without the production of the necessary certificates of attendance.

4. This conference reiterates the resolution passed at the half-yearly conference of the Guild in February 1949 requesting the government to give immediate effect to the recommendations of the central pay commission, in the matter of the scales of salaries and allowances for educational services, irrespective of agencies.

5. The Guild reiterates its resolutions passed in the previous conferences regarding free education to teachers' children, and appeals to the government to take up this question in right earnest, and to amend the M. E. R. accordingly, so as to benefit children of all teachers, in all schools, under all agencies.

6. This Guild requests the government to revise immediately the scale of pay for Secondary Grade teachers and adopt the scale Rs. 60-4-120.

7. This Guild requests the government to fix a separate scale of pay for secondary grade teachers with Intermediate qualifications, and as a temporary measure, till the fixation of the new scale, to sanction an allowance of ten rupees a month, in addition to their present pay.

8. This Guild requests the government to frame uniform leave Rules on the lines of the Madras Fundamental Rules and to make it obligatory on managements of all aided schools to incorporate the same in the agreement between teacher and the management.

9. This Guild requests the Railway Board to take immediate steps for the renewal of the grant of the necessary railway concessions so as to make educational tours possible and cheap, as

(Continued on Page 477)

OUR BOOK-SHELF

CORAMANDEL SUPPLEMENTARY READERS,
READER II : (Macmillan & Co. Price.
As. 5½.)

Written by Prof. A. Rama Iyer, M.A., Principal, National College, Tiruchirappalli, this small book follows the principle and plan of Reader I and is intended to be read in II Form of Secondary Schools. Each chapter is followed by questions at the end to test the comprehension of the reader.

INTRODUCTION TO EDUCATIONAL PSYCHOLOGY : By W. M. Ryburn. (Oxford University Press. Price Rs. 4-8-0.)

This great educationist and teacher-author has just added one more to the "Teaching in India Series" which is No. 16 publication. A very useful book in the hands of teachers and pupils in Training Institutions. It should be in the library of every educational institution.

EDUCATIONAL PSYCHOLOGY : By Dr. B. Kuppuswamy (in Kannada). (Christian Literature Society. Price Rs. 2-8-0.)

Dr. B. Kuppuswamy of the Mysore University has written this book for the benefit of teachers using Kanarese medium for their training and it is therefore recommended for use in training

institutions where the language medium is Kanarese.

ANDERSON HIGH SCHOOL MAGAZINE,
Vol. 3.

The staff and pupils of the Anderson High School, Kancheepuram, should be congratulated on the excellent production of this number of the school magazine, full of articles both in Tamil and English illustrated with photographs. A perusal of the articles shows the abundance of enthusiasm on the part of the staff and the pupils in working the Reorganised Scheme of Education. It is hoped that this zeal will be maintained consistently in future.

Receipt of the following books and publications is thankfully acknowledged :—

1. British Juvenile Courts, by John A. F. Watson (Orient Longmans Ltd.).
2. Youth Services, by A. E. Morgan.
3. Pupil's Record of Social Activities (Board High School, Polur).
4. Fundamental Education Abstracts, Vol. 7, September 1949 (UNESCO.)

C. R.

ANNOUNCEMENT

The Kurnool District Teachers' Guild cordially invite all the District Teachers' Guilds, Teachers' Associations and the Public at its Silver Jubilee Celebrations on 21-1-'50 and 22-1-'50.

H. KRISHNAMURTHY,

Secretary.

THE SOUTH INDIA TEACHERS' UNION

Messages of sympathy touching the demise of Sri M. S. Sabhesa Iyer have been received from the following individuals and Associations :—

I. INDIVIDUALS :

1. His Excellency Sri C. Rajagopalachari, Governor-General.
2. Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor, Madras University.
3. Mr. A. N. Schwartz, Education Secretary, Christian Literature Society, Madras.
4. Mr. S. Srinivasan, Dr. Alagappa College, Karaikudi, Ramnad.
5. Mr. L. S. Amirtham Iyer, of Macmillan & Co., Madras.
6. Mr. K. N. Pasupathi, Municipal High School, Kurnool.
7. Mr. E. N. Subramanyam, Theosophical College, Madanapalle.
8. Mr. G. Krishnamurthi, E.R. High School, Tiruchirapalli.
9. Mr. R. S. Subramanya Iyer, Sudhadvaitha Vaishnav School, Park Town, Madras.
10. Mr. S. Srinivasa Iyer, Cheyyar.
11. Mr. A. Satyanarayana, Katur, Krishna Dt.
12. Mr. L. N. Subramanyan, Retired Professor.
13. Mr. K. S. Chengalroya Iyer, Kaveripatnam.

II. ASSOCIATIONS :

1. Sir S. Iyer High School, Tirukattupalli, Tanjore.
2. S. M. High School, Worlyur, Trichy.
3. Ramakrishna Mission High School (North Branch), T.Nagar.
4. National College High School, Tiruchirapalli.
5. Board High School, Uthamapalayam, Madura.
6. Don Bosco High School, Vellore, North Arcot.
7. N.E. High School, Alathur, Malabar.

8. C.A.M. High School, Kondanoor, Ramnad.
9. Walluvanad Aided Ely. Teachers' Union, Panamanna, Malabar.
10. Anderson High School, Kancheepuram, Chingleput.
11. M.M. High School, Tiruvellore, Chingleput.
12. Hindu High School, Srivilliputtur, Ramnad.
13. Board High School, Nannilam, Tanjore.
14. South Kanara District Teachers' Guild, Kodiyalbil.
15. Native High School, Kumbakonam, Tanjore.
16. N.M. Board High School, Tirupattur, Ramnad.
17. Mahatma Gandhi Memorial High School, Udipi, S. Kanara.
18. Banadurai High School, Kumbakonam, Tanjore.
19. Rajah's High School, Kottakkal, Malabar.
20. N.S.M.V.P.S. High School, Devokottai, Ramnad.
21. Board High School, Tiruturai-pundi, Tanjore.
22. Swathanthra High School, Vayampalayam, Coimbatore.
23. Tinnevely District Teachers' Guild, Ambasamudram.
24. Rajah's High School, Kollengode, Malabar.
25. Board High School, Cheyyar, North Arcot.
26. R.C.T. High School, Chidambaram, South Arcot.
27. A.C. High School, Pallathur, Ramnad.
28. Board High School, Tirukkollur, South Arcot.
29. High School, Gopalasamudram, Tinnevely.
30. Swarajya High School, Srivakuntam, Tinnevely.
31. Municipal High School, Karur, Trichy.
32. Board High School, Dharpuram, Coimbatore.

33. Board High School, Sholavandan, Mathurai.
 34. S.B.K. High School, Uravakonda, Anantapur.
 35. Board High School, Katur, Kistna.
 36. R.V.M. High School, Venkatarigiri Town, Nellore.
 37. Board High School, Idappadi, Salem.
 38. T.A. (Centre A), Trivellore, Chingleput.
 39. Municipal High School, Ootacamund, Nilgiris.
 40. T.A. High School, Tiruvadamarudur, Tanjore.
 41. S.Rm. High School, Nattarasankottai, Ramnad.
 42. S.S.V. High School, Kodumudi, Coimbatore.
 43. Rajah's High School, Ramnad.
 44. George High School, Vishnupuram, Tanjore.
 45. B.G.K. High School, Pedana, Kistna.
 46. Ramakrishna Mission Vidyalyaya, Coimbatore.
 47. B.Z. High School, Chittoor.
 48. Municipal High School, Koranad, Mayavaram, Tanjore.
 49. K.K. High School, Velur, Salem.
 50. National High School, Mannargudi, Tanjore.
 51. Kurnool District Teachers' Guild, Kurnool.
 52. National High School, Pattambi, Malabar.
 53. Gurukulam, Amaravathipurthur, Ramnad.
 54. Nellore District Teachers' Guild, Nellore.
 55. Hindu College High School, Masulipatam, Kistna.
 56. Nanjappa High School, Tiruppur, Coimbatore.
 57. K.S.C. High School, Tiruppur, Coimbatore.
 58. Ely. T.A., Kondanoor, Ramnad.
 59. Kistna District Teachers' Guild, Gudivada.
 60. T.A. Vedaranyam, Tanjore.
 61. Bishop Heber High School, Teppakulam, Trichy.
 62. Caldwell High School, Tuticorin, Tinnevely.
 63. Tinnevely District Headmasters' Association, Tinnevely.
 64. Islamiah High School, Vaniyambadi, North Arcot.
 65. All-Travancore Private Secondary School Teachers' Association, Kottayam.
 66. Sri Sarada Higher Ely. School, Mambalam.
 67. Teachers' Association, Pennadam, S. Arcot.
 68. Teachers' Association, Vedaranyam, Tanjore.
 69. Taluk Board Teachers' Union, Tiruturaipundi, Tanjore.
 70. Periyakulam Taluk Board Teachers' Union, Uthamapalayam, Mathurai.
 71. Attur Taluk Board Teachers' Union, Tandarayapuram, Salem.
 72. South Arcot District Board Teachers' Union, Villupuram.
 73. Krishnagiri Taluk Board and Panchayat Teachers' Union.
 74. The Headmasters' Association, Madras City.
 75. Coimbatore District Teachers' Guild.
 76. Vizagapatnam District Teachers' Guild.
 77. Ramnad District Teachers' Guild.
- III. PRESIDENTS OF DISTRICT TEACHERS' GUILDS :
1. Mr. S. Natesa Iyer, North Arcot, Polur.
 2. Mr. B. Madhava Rao, Bellary.
 3. Mr. N. S. Krishnamurthy Iyer, Tanjore, Mayavaram.
 4. Mr. A. Rama Iyer, Tiruchirappalli.
 5. Mr. Vempati Purushotham, Kistna, Gudivada.
 6. Mr. N. R. Raghunathachar, Vizagapatam, Vizianagaram.
 7. Mr. A. M. Kanniappa Mudaliar, Chingleput, Kancheepuram.
 8. Mr. M. S. Raghavan, Nellore.

TRIBUTES TO SRI M. S. SABHESAN

received from the Presidents of District Teachers' Guilds.

1. NORTH ARCOT

The late lamented M. S. Sabhesan was an indefatigable worker who crystallised the teaching ranks of South India into the powerful organisation of the South India Teachers' Union and built the Protection Fund on solid foundations giving it a financial stability and the teacher member a relief during his old age. Both the institutions stand as a beacon light to the rest of India. It is the duty of the teacher all over India to perpetuate his memory for all his constructive talents.

S. Natesa Iyer,

President.

2. BELLARY

The Educational World in general and the South India Teachers' Union in particular mourn today the demise of Sri M. S. Sabhesan. At a juncture like this when we are tossed between currents and cross currents, we could ill-afford to lose a fearless helmsman who had in the past weathered many a storm. What we are today—a united body of men than whom none are better gratified to shape the destinies of men—has been the result of his tireless and fearless activities, and his life was a splendid illustration of the dictum that at the bottom of the history of institutions, is the history of its leaders. May his soul rest in peace!

B. Madhava Rao,

President.

3. TANJORE

Sri M. S. Sabhesan has worked hard for the uplift of the teachers in South India first as Secretary and then as President of the South India Teachers' Union. Though he worked in a college he moved freely

with teachers of all grades, realised their difficulties and with a determined effort exerted himself for their amelioration. The teachers of the province have lost a staunch supporter of their cause. May his soul rest in peace!

N. S. Krishnamurthi,

President.

4. CHINGLEPUT

In the death of Mr. M. S. Sabhesan, the Province has lost one of the distinguished leaders of the great organization of Teachers, and the loss is more poignant at a time when his ripe experience and wisdom are needed to guide the teachers in shaping the educational policy of the future. I feel that the members of the teaching profession are as much bereaved as the members of his own family. The members of the Chingleput Teachers' Guild pay their homage to the sacred memory of their erstwhile leader and pray that his soul may rest in peace.

A. M. Kanniappa Mudaliar,

President.

5. VIZAGAPATAM

The sorrow of the passing away of the Father of the South India Teachers' Union is too deep to be expressed in words. As a student I admired his wonderful capacity. As a co-worker I was amazed at his remarkable sincerity, irrepressible optimism and tremendous enthusiasm in the cause of uplifting a fallen profession. His selfless, fearless and level-headed advocacy of the cause of the Teacher, made the Powers that be to seek his counsel on every important matter connected with education. His loss is irreparable.

N. R. Ragunathachari,

President.

6. TIRUCHIRAPALLI

In my personal capacity as well as in my capacity as President of the Tiruchirapalli District Teachers' Guild, I wish to pay my respectful homage to the late Prof. M. S. Sabhesan, who, as Secretary and later as President of the South India Teachers' Union, set a rare example to his fellow-teachers of a single-minded devotion to duty and an unflinching zeal for the common cause. With a rare mastery of the many problems of education in all its grades he combined the faith of a missionary and the courage of a fighter. He was a constructive idealist, and though his counsels of moderation were sometimes not to the liking of some of the younger and more impatient members of his profession, he never wavered in the pursuit of the right as he understood it, and ultimately he won over even his detractors. His services to the profession have been inestimable, and it is no conventional praise to say that the void that has been created by his passing can never be filled up. May his spirit inspire us to a firmer faith in the nobility of our cause and a greater courage to fight against all obstacles and overcome them.

A. Rama Iyer,
President.

7. NELLORE

One of the few college Professors, who identified himself wholeheartedly with the cause of the Teachers, the late Mr. M. S. Sabhesan rendered invaluable service to the S.I.T.U. in the

capacity of its Secretary and President for several years. The Union and the teaching profession have lost a valiant fighter for its rights and privileges and it is our fervent hope and prayer that his fragrant memory would inspire others also to work unceasingly for the betterment of the poor neglected teachers.

M. S. Raghavan,
President.

8. KISTNA

I feel extremely sorry to learn of the sad demise of Sri M. S. Sabhesan. Sri Sabhesan was an eminent educationist of South India. His life was a record of selfless service in the cause of education in general, and of South India Teachers, in particular. His dynamic personality and his unswerving devotion to the cause of teachers have achieved remarkable results. The South India Teachers' Union has suffered an irreparable loss in the death of this veteran educationist. It was my privilege to have had personal intimacy with him for several years. He was a personal friend and a family-well-wisher. On behalf of the Kistna District Teachers' Guild and on my own behalf, please convey to the members of his family and circle of friends our deep condolence at his demise.

The only proper tribute that the teaching world could pay to him is to continue his noble work on the lines so dear to his heart.

Vempati Purushottam,
President.

Mr. M. S. SABHESAN

S. SRINIVASAN (*Cheygar*)

It was a wet November day in 1946. I was in a suburb of Madras some ten miles away from the city. I had promised my host for the day that I would be at his house at Triplicane at 10-30 for meal. Being Sunday, buses ran short and when I arrived at my host's, it was just eleven. The kind host had just finished his pooja and was standing expectantly at the threshold. 'Have I kept you waiting long?' I asked in an apologetic tone. My host at once put me at ease by a genial welcome. 'No, my friend,' he said, 'do not worry about it; I have arranged for your bath, please go in for it.' 'I am half an hour late and the time for your meal must now be long past.' 'What of that! I have made good use of the time, doing a little more *parayanam* than usual' was my host's gentle and comforting answer.

Herein lies the key to Mr. Sabhesan's personality. He was lying in his sick bed when four months back I went to see him in his Thyagarayanagar residence. Mr. Natarajan had told me at Kurnool a few days earlier during our conference that Mr. Sabhesan's ailment was bad enough to cause anxiety. It was a bit of a shock to me to see Mr. Sabhesan reduced to just half of what he physically was. He smiled his welcome and stretched out his hand to grasp mine. On learning I had come direct from Kurnool, he eagerly inquired, "I hope all went well." "Yes" I said and anticipated all his further questions by giving him a detailed account of the conference.

Mr. Sabhesan, during the talk closed his eyes once or twice as if to overcome fatigue. Knowing a long talk would do him harm, I withdrew after presenting him with a packet of dried grapes. I did not then think I was seeing him for the last time. Mr. Sabhesan had the grit to fight for a cause and he found a cause in the miserable lot of

teachers. Very few of the younger generation of teachers in our schools, know how much worse was the teachers' position when Mr. Sabhesan started his career. The battles that he, as the Secretary and later as the President of the S.I.T.U., had to wage with the authorities, almost feeling lonely in the fight, are all stories of the unwritten history. Many teachers found fault with Mr. Sabhesan for his not joining the feverish cry for going on a strike in 1947 when there was little hope of the Government doing anything for us. It was not because he was lacking in spirit or he could not sympathise with the lot of teachers. At 3 o'clock in the burning sun of July in 1946, Mr. Sabhesan marched with us from the S.I.T.U. Office to the Fort St. George when we went in a procession to the Secretariat to demand better conditions. I saw many younger men wavering, but the President of the S.I.T.U. had no misgivings. He stood for a cause and that was his shade in the sun. When the teachers returned from the Fort St. George disappointed at the unimaginative conduct of Mr. Prakasam—the then Premier, Mr. Sabhesan coolly said: "I hope they will soon come to see that they cannot do without us."

Mr. Sabhesan was a hero of many battles. He would not allow you to talk shop. He could easily read one's mind from the way one talked. He would easily clinch the issue by forcing you to a conclusion. Many a decision taken by the Academic Council and the Boards of Studies of our University was due to Mr. Sabhesan's quick grasp of the points of view of the members, and his bold suggestion of a *via media*. Mr. Sabhesan's conduct at the 1947 Provincial Conference at Madras was a masterpiece of his skill in leadership. The whole hall of the Hindu High School rang with the impassioned cries of teachers whose hopes

had been flouted by the Government. Rivalry for leadership of the S.I.T.U. raged in a frenzy. A large section of the house was for sweeping out as 'dirt' all the 'old men' of the S.I.T.U. Not a single nerve of Mr. Sabhesan twitched. He was silent when the desire to speak was irresistible and he won. He proved the wise saying that what is lost by speech is regained by silence. His Excellency the Governor-General has commended his qualities for his successor in office. Fortunately, Mr. Natarajan, our President now, is a 'close copy' of Mr. Sabhesan. They have worked long together and have made it their life-work to make the S.I.T.U. 'a force to reckon with.' Perhaps the one is feeling lonely without the other. No, I must correct myself. There are other stalwarts to work with him. But without at least one Sabhesan in every District, their task may be too hard and their battles forlorn. May the spirit of Mr. Sabhesan guide us long and enable us to realise that the S.I.T.U. is the teaching profession and the teaching profession is the S.I.T.U.

L. N. SUBRAMANYAM,

Retd. Professor, Madras Christian College.

I have had the unique privilege and extraordinary good fortune of being associated with the late Prof. Sabhesan throughout almost all his life, and I am grateful to the South Indian Teacher for giving me an opportunity to contribute a brief account of the life and work of the departed soul.

Professor Sabhesan's early life at school as also mine began in 1893, at the Board (then) Middle School, Lal-gudi which was evolving into a High School as we went on into Forms IV, V and VI, preparing for the matriculation examination of the Madras University, which we both passed in 1903. It may be interesting to know that prior to this searching test, we had also faced successfully the old Government Middle School Examinations in 1900 at the end of the middle school course. My

experience of him at school has left in me a very vivid impression of a schoolmate, agile, quick-witted and perfectly straightforward—qualities which stood him in good stead in his later career. Again, we had both of us the good fortune of learning our first lessons in English from the late Mr. R. Srinivasa Iyengar, who was then the Headmaster of the Middle School section and who was popularly known as the English Teacher having been the chief instrument in the teaching of that language in those parts for a period of fifty years (1850-1900). I recollect with gratitude the instructive lessons we had from this teacher, and I have a feeling that the foundations for the cultivation of the art of writing simple, correct and chaste English, which characterised the works of Prof. Sabhesan in later years, were laid there in the lessons we had in the second and third forms.

Passing the Matriculation Examination of December 1903, we both joined the Junior F.A. class in January 1904 at the Presidency College, Madras, and continued to be classmates till the degree stage, wherein, however, we were no longer classmates, though collegemates, on account of our different optional subjects. My recollection of him during those years is that he was taking full advantage of the academic atmosphere which permeated our college then and the excellent library and equipping himself for a career of usefulness and productivity.

It fell to my lot to join him as a colleague in the teaching line at the Madras Christian College in July 1914, after a brief career for some years in other walks of life, and it is needless to say how glad I was to have in my new sphere of work, a school and collegemate of mine, who had already got imbibed to the traditions of the college he was serving in after joining it as a Lecturer in Botany straight from college in January 1910. Ever since 1914 till our retirement in 1944, we had been colleagues and it is not for me to dwell on the special qualities that character-

ised his teaching ability. I am sure that a whole generation of students that have had the privilege of sitting at his feet will vouchsafe to that. It may however be mentioned that I joined the teaching line at College in 1914 when the Honours courses were being introduced and as the introduction of these courses in the college led to the reorganisation of the teaching staff of the college, it fell to the lot of Mr. Sabhesan as a fairly senior member of the lecturing staff to play an important part in this reorganisation as negotiator and collaborator. He had in the course of this work the full confidence of his colleagues and evinced such qualities as honesty of purpose, an adaptability to opposite points of view born out of a sense of justice and fairplay, and a perseverance in pressing even under baffling conditions, demands considered conscientiously just, qualities which should have played a great part in the organisation and the raising of the teaching profession to which he dedicated himself with a singleness of purpose for over three decades.

The pages of the South Indian Teacher, the records of the Madras Teachers Guild and of the South India Teachers' Union will speak of the outstanding work accomplished by him. I cannot help feeling that in his death I have lost a life-long and sincere friend, to whom I can turn for valuable guidance and the teaching world one, whose knowledge, experience and drive, it can ill-afford to lose, specially at this time when the whole field of education is being reorganised so as to suit modern conditions and a renovated Independent India.

V. ARUNAJATAL, *Secretary, the S.I.T.U.*

I had the pleasure of moving with our late president, Sri Sabhesan, rather closely during the last four or five years. Prior to that I had seen him only off and on and they were occasions when he was put down for some speech or other. I never missed any of his lectures and even today after a period

of 15 years, I can recall with delight and gratitude his interesting, instructive, popular talks on some of his most favourite subjects. None who attended his lectures but went away satisfied with the feeling that his mind has been enriched and his time had been well spent.

It was during the period of my association with him as an office-bearer of the S. I. T. U. that I realised the secret of his success and popularity. It may well be said of him that he did not take up any piece of work which he had no faith in and which he could not bring to perfection.

His colleagues in the Union would bear ample testimony to his indefatigable energy, his thoroughness of work, his minute attention to details, his remarkable capacity to organise men and things and his faith and sincerity which seemed to give him that confidence that is necessary for success in any walk of life. It was he who held the banner of high academic standards aloft and who even at the risk of unpopularity had the courage of conviction to speak the hard reality, unpalatable to many, that recognition comes only on account of true inner worth and that teachers must keep their ideal of service above all other considerations. There were many who mistook him for this, but his close friends and associates would bear witness to his great concern for elevating those who are the most neglected lot. He expected all teachers to be alert, to be active and not following mere routine. "Let us raise ourselves by our own efforts" was the ruling principle of his life and so he worked hard and he expected all others also to be equally hardworking.

The S. I. T. U. was a part and parcel of his existence and his activities his very life breath. To him office in the Union was not a mere decorative honour, but something which everyone should deserve by dint of service. He could have continued as the undisputed President of the Union commanding co-operation and loyalty, but he did not want to hold the office the moment he felt he could not do justice to the

work. He served the Union to the last drop of his blood and even after resigning the office of Presidentship of the Union, he kept himself thoroughly informed of its activities and continued to give suggestions and advice. Such a sense of duty conscientiously pursued, it is not easy to come across.

I learned to love and hold him in high regard because I found in him one who was imbued with a missionary zeal for work and who was able to inspire others to action with his unostentatious but well informed, forceful personality. If today the Union is the only organisation of teachers in the province that can "deliver the goods," it is in no small measure due to the work of our late revered President and the teaching profession cannot be too adequately thankful to him for it. May his work and ideals be a source of inspiration to teachers! Let us continue his work placing the Union above self and with courage and conviction, unity and faith.

K. S. CHENGALROYA IYER, *Board High School, Kaveripatnam.*

The loss to the teaching profession by the sudden demise of Prof. Sabhesan especially at a time when there has recently been an upheaval both in the educational system and in the cry for the raising of the status of the teachers in this Province is very great and irreparable indeed.

It fell to his lot to rouse those in his fraternity into a realisation of their real stand in society in respect of rank and emoluments. To him goes mostly the credit of moving the powers that be and making them wake up to the hard and unpleasant reality that this noblest of professions had been remaining the sorriest of trades. He gave a bold lead; he gathered an army of followers; he fought in his own way with all the weapons at his command and won in a way. And, there is more to win. But the hand of Providence came in the way and a tireless and indefatigable worker for this unfortunate profession has been taken away.

Men of Mr. Sabhesan's calibre are not often to be met with. Being small

in stature and simple in habits, he was a good fighter with a firm stand and courage of conviction. At the same time, in his dealings with others, he showed extraordinary sympathy, consideration and tolerance. He worked for the betterment of his brother teachers with commendable zeal even to the detriment of his personal well-being. Some of his tangible achievements for the cause of teachers in this province are, the starting of the S.I.T.U. Protection Fund, the mouthpieces of the S.I.T.U., viz., the 'South Indian Teacher' and the 'Balar Kalvi,' the organisation for the celebration of the 'Education Week' and others. Not only that, time and again he had also made the profession alive to its defects and shown the way to remedy them. His organising capacity is well brought out in the starting of an Insurance Institution for teachers, which shows his deep interest in the welfare of the teaching profession.

During his tenure of office two All-India Educational Conferences were held in Madras and their success was not a little due to the untiring effort and enthusiasm of Sri Sabhesan. To add one more instance in point, he along with Prof. S. K. Yegnanarayana Iyer, the then President of the Union, led a batch of educationists of this province to Benares where the All-Asia Educational Conference, presided over by Sir S. Radhakrishnan, was held that year and took active part in the secondary education section presided over by Mrs. Cousins and made a mark there.

I have myself had the good fortune of working with him for over two decades as a member of the Working Committee of the Union and in the Board of Directors of the Protection Fund. Personally I can testify to his gentlemanly qualities. There had been differences of opinion but he used to take them all in good spirit, for he was a respecter of other man's point of view.

The teaching profession in this province can never be too grateful to him. He will ever shine in our memories.

May his soul rest in peace!

RAW S. NATARAJAN.

Words fail to express my grief at the demise of our dear Sabhesan. The loss is too deep and personal. He toiled hard for full thirty years to effect improvement in the status and emoluments of teachers. To the last minute of his life the thought of Teachers and of their well-being occupied his mind. It was a great wrench for him when he tendered his resignation of the office of the President in March last.

His unfailing courtesy, his friendly and wise counsel and his brotherly love and affection can never be forgotten. His devotion to the cause of Teachers was infectious and every one that came in contact with him became an ardent co-worker. It was his desire to see Teaching recognised as a profession and to that end he strove unceasingly in organising the teachers of this Province and in placing before them a high ethical code of professional conduct. He strongly believed that a teaching profession, alert and well-informed, strong and independent was a national necessity and that such a profession can be built up only by the selfless efforts of Teachers themselves.

With an unselfishness difficult to surpass, and a stern devotion to the work he applied himself energetically to the task. By his high sense of duty and his integrity and by his honesty of purpose, he won for the South India Teachers' Union recognition from the public and the authorities.

But we have still a long way to go. We sadly miss him at a time when his lead will be of great value not only in consolidating the gains but in making a further advance. He has given us a well-knit organisation. He has given us a Protection Fund and he has left us our 'South Indian Teacher' and 'Balar Kalvi.' In the working of these, sound traditions have been built up. By our earnest efforts in successfully working these institutions and thus striving towards the realisation of his cherished dreams alone can we express our gratitude to him and our appreciation of his good services.

K. N. PASUPATHI, *Headmaster, Municipal High School, Kurnool.*

In the death of Sri M. S. Sabhesan the teaching profession in our province has sustained an irreparable loss. He was a constructive thinker who strove for three decades to raise the status of the members of the teaching profession without resorting to trade-union methods. It was by his firm stand that two years ago an unpleasant situation such as a contemplated strike move on the part of teachers was averted. Mr. Sabhesan had a deep knowledge of the educational needs at all stages, Elementary, Secondary and Collegiate, which enabled him to discuss all problems with accurate facts and figures. He lived a life of utter simplicity and set an example in "plain living and high thinking" to all teachers. May his shining example inspire teachers in their work and service!

A. SATYANARAYANA, *Headmaster, Board High School, Katur.*

I am extremely sorry for the demise of our beloved President, Educationist and Colleague, Sri M. S. Sabhesan. He was our guide, philosopher and friend in all matters concerning Teachers. He was a staunch advocate of the just cause of the teaching profession and much credit is due to his untiring energies and spotless character without distinction of caste and creed that guided the Union through critical periods without fear or favour.

I consider it a rare opportunity and singular fortune to have come into closer contact with him three years ago and work hand in hand and shoulder to shoulder in all matters concerning the Union and Teachers. He never budged an inch on matters in which he has thorough conviction and had that charming influence to convert opposition into a strong bulwark. As an organiser he stands unrivalled. But for his ingenuity and grit the South India Teachers' Union would not have been on such a strong basis having gained not only All-India reputation but also World Fame.

In short, South India Teachers' Union is Sabhesan himself ever-growing and flourishing. Though he is gone, his spirit is there guiding and inspiring the workers to follow the principles and traditions established by him. He is often called the Father of the Teaching Profession and he richly deserves it.

On the day he placed his resignation of the Presidentship in the hands of the Executive with tears in his eyes, every one present was in turn thrilled with the passing phase of his life and felt how he, foreseeing his precarious health first thought of the 'Union' and its welfare and bequeathed it to able and tried workers in whom he has confidence to safeguard its interests and carry on its message.

Mr. Sabhesan has devoted his life to the cause of Teachers and he is greatly responsible for the present status of

the Teachers and many schemes he had in his mind and God has not spared him to help us.

The Teaching Profession owes a deep debt of gratitude to him and it will be a token of our appreciation of his self-sacrificing work if contributions are liberally made towards the "Sabhesan Fund" sponsored by the Union.

I request you to convey to the members of the bereaved family our deep sense of sorrow and sincere condolences on the demise of this great soul. May God give peace to his soul!

I take this opportunity to appeal to the Teaching Profession throughout Madras Province to contribute liberally to the "Sabhesan Fund" to help the family whose head had devoted all his life, energy to the cause of Education and Teachers even at the expense of his beloved members of his family.

(Continued from Page 466)

they have become essential school activities, especially after the introduction of Reorganised Scheme of Secondary Education.

10. This conference is firmly of opinion that the District Teachers' Guild should serve as an Employment Exchange and deal with the question of recruitment of teachers, thus enabling teachers to secure suitable appointments and helping managements in getting suitable teachers, needed for their schools. It authorises the Guild's Executive Committee to take the necessary steps for thus solving the teacher supply and teacher unemployment problem.

11. The conference resolves that the Executive Committee of the Guild should form a nucleus of the Reception Committee of the 40th Madras Provincial Educational Conference to be held in Ramnad District, with the Secretary of the Guild as convener, and the Reception Committee membership fees be fixed as follows:—

Teachers drawing	
Rs. 50 and below	Re. 1
Rs. 100 and below	Rs. 2
Rs. 150 and below	Rs. 3
above Rs. 150	Rs. 5
Institution members	Rs. 25
Other Individuals	Rs. 10
Patrons	Rs. 250

The 40th Madras Provincial Educational Conference

Last date for Registration of delegates 31-3-50.

Last date for sending Notice of Resolutions—15-1-50.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held on the 19th November, 1949, at 12 noon, in St. Gabriel's High School, Madras, with Sri S. Natarajan, President of the Union, in the chair.

Members present :

Messrs. V. S. Venkatanarayana (Nellore), K. N. Pasupathi (Vice-President), Samuel Muthiah (Tinnevely), R. Bhuvarahan (Trichy.), T. S. Narayanamurthi (Tenali), S. Sundaresa Iyer (Tanjore), P. Ramiah Choudhry (Chittoor), C. S. Ranganatha Iyengar (South Arcot), C. Ranganatha Iyengar (Journal Secretary, S.I.T.U.), V. Purushotham (Kistna), K. A. Vanchi Iyer (Ramnad), G. Srinivasachari (Additional Journal Secretary), C. A. Samuel (North Arcot), P. Doraikannu Mudaliar (Madras), H. Krishnamurthi (Kurnool), A. M. Kanniappa Mudaliar (Chingleput), G. Krishnamurthy (Joint Secretary), S. E. Selvam (Malabar), V. B. Murthi (Secretary, Protection Fund), S. Swaminathan (Treasurer) and V. Arunajatai (Secretary).

At the outset a minute's silence was observed, all members standing, as a mark of respect to the memory of Prof. Sabhesan.

The Secretary then read out the minutes of the last meeting. It was approved.

Statements were then made regarding the representations made to the authorities on (i) the salaries and service conditions of teachers, (ii) the publication of the Report on Children's Reading Habit and Interest and the Juvenile Literature available in our Province, (iii) the formation of the Study Circle and the work it is pursuing and (iv) the Sabhesan Thanksgiving Fund. Regarding the Thanks-

giving Fund Sri T. P. Srinivasavaradan said that we should not go back upon the purposes and aims with which the Fund was started. Sri P. Doraikannu Mudaliar suggested that the Fund should be kept open and that the appeal could be sent to non-teachers also. After a discussion it was resolved to keep the Fund open and utilise the collections for the purpose for which it was originally intended.

Sri A. M. Kanniappa Mudaliar of Chingleput District Guild was elected to the Working Committee in the vacancy caused by Sri Simpson Rajarathnam ceasing to be a member of the same.

Nominations for the Presidentship of the Fortieth Provincial Educational Conference were then taken up. Sixteen names were proposed and the ballot resulted in the following six getting the highest number of votes. (1) Dr. Rm. Alagappa Chettiar, (2) Miss K. N. Brockway, (3) Sri C. R. Reddy, (4) Prof. C. S. Srinivasachariar, (5) Sri T. P. Srinivasavaradan and (6) Prof. M. Venkatarangayya.

The Executive Board resolved to recommend these six names to the affiliated associations for election to the Presidentship of the Provincial Educational Conference to be held at Devakottai, Ramnad District, in May 1950.

The following five representatives were then elected to the Council of the All-India Federation of Educational Associations, for the year 1950 :—

1. Sri S. Natarajan.
2. Sri T. P. Srinivasavaradan.
3. Sri C. Ranganatha Aiyengar.
4. Sri G. Krishnamurthy.
5. Sri V. S. Venkatanarayana.

The remaining business of the Executive Board was adjourned to the next day.

The Joint Meeting of the Executive Board and the Presidents of District Teachers' Guilds and the Headmasters and Headmistresses of the City Schools then commenced to consider questions relating to the Reorganisation of Secondary Education.

The Executive Board resumed its session at 10 a.m. on the 20th November 1949 in the office of the Union. It approved the following conclusions arrived at the Joint Meeting of the previous day :—

1. The position of the languages :

(a) The regional language should be the first language. In the fourth form stage all students should be required to have a course in composition and comprehension. In regard to the study of Sanskrit or classical language, option should be given to the students to study that language as an alternative to the regional language so far as text and grammar are concerned. But all students should be required to write an examination in composition and comprehension in the regional language.

(b) Hindi should be a compulsory second language. If necessary there should be conversational emphasis in the first form and the study of the language in the Devanagari script should commence from the second form and continue till the sixth form.

2. The Science syllabus should be lightened or more periods should be allotted in the time-table for science in view of practical work.

3. The syllabus in social studies should be lightened and revised.

4. Regarding Mathematics, facilities should be given for the study of algebra and geometry. So the general mathematics course in the fourth form should include some of the elements of algebra and geometry suited to that standard. In the fifth and sixth forms

a composite scheme of arithmetic and algebra and geometry should be prepared and offered as an alternative to the present general mathematics course.

5. The aim of craft work should be training in practical activity. Other crafts than the three mentioned by the Department should be permitted according to suitability and needs of local conditions.

6. Headmasters should be given the power to select pupils for the S.S.L.C. public examination, as the government order requiring headmasters not to detain students had an adverse effect on the pupils' progress.

The Board then discussed problems connected with salaries and service conditions of teachers. It was resolved that the Board should wait on a deputation on the Minister for Education on Monday the 21st November 1949 and also on the Finance Minister some time later. The following members were elected to form the deputation :—

1. Sri S. Natarajan (Leader).
2. Sri V. Arunajatai (Secretary).
3. Sri T. P. Srinivasavaradan (Madras).
4. Sri G. Krishnamurthi (Joint Secretary).
5. Sri S. E. Selvam (Malabar).
6. Sri Samuel Muthiah (Tinnevely).
7. Sri P. Ramiah Choudhry (Chittoor).
8. Sri S. Sundaresa Iyer (Tanjore).

The Executive Board authorised the members of the deputation to press the following points :—

1. Pending revision of scales of salaries of teachers in accordance with the recommendations of the Central Pay Commission, Aided Managements and Local Bodies should adopt the present government scales.

2. Aided Managements should be permitted to pay teachers and other employees house rent allowance at government rates.

3. Salaries of elementary school teachers should be brought to the level obtaining in government schools.

The Executive Board also resolved to request Government to require Aided School Managements to pay dearness allowance to teachers at government rates. The Government should be requested to pay two-thirds grant on this expenditure. Provision should also be made for free education of children of teachers getting less than an annual income of Rs. 1,200. Every elementary school teacher should be provided with a life insurance policy of Rs. 1,000.

The Executive Board next considered a number of cases of cancellation of teachers' certificates for professional misconduct. It was resolved to request the Government to create a Statutory Body, like a Teachers' Council on the lines of the Bar Council, for examining cases of professional misconduct before action was taken against teachers.

The Executive Board resolved to express its thanks to Sri R. Suryanarayana Rao, M.L.C. for bringing up the question of salaries and service conditions of teachers before the Madras Legislative Council and to request all the Members of the Legislative Council to extend their full support.

The Board then considered the question of grants to institutions offering bifurcated courses of studies and passed the following resolutions :—

1. In view of the increased cost of materials of equipment necessary for the course, the Government grant may be three-fourths of the actual cost of the equipment instead of the grant being limited to Rs. 5,750 as at present ; and
2. The grant towards the expenses of running this course should be three-fourths of the cost instead of the grant being limited to Rs. 1,450.

At the suggestion of the President it was decided to send a delegation consisting of Messrs. S. Natarajan (President), V. Arunajatai (Secretary), C. Ranganatha Aiyengar, T. P. Srinivasavaradan, V. Bhuvarahamurthi Rao, P.

Ramiah Choudhry and S. Sundaresa Iyer, to study at first-hand the work of the basic schools and to submit a report.

The Executive Board also appointed *ad hoc* Committees to advise it on problems connected with Education :—

University Education Committee :

Sri S. K. Yegnanarayana Iyer (*Chairman*), Prof. A. Rama Iyer, Prof. R. Krishnamurthi, Prof. E. N. Subramnayam (Madanapalle), Prof. S. Srinivasan (Karaikudi), Sri Galle Narayana Rao (Kurnool) and Miss K. N. Brockway.

Secondary and Technical Education Committee :

Sri T. P. Srinivasavaradan (*Convener*), Sri Samuel Muthiah (Tuticorin), Sri P. Doraikannu Mudaliar (Madras), Sri R. Bhuvarahan (Trichy) and Rev. D. Thambuswamy (Madras).

Elementary Education Committee :

Sri V. Bhuvarahamurthi Rao (*Convener*), Sri G. Krishnamurthi (Trichy), Sri S. E. Selvam (Malabar) and Mrs. Saraswathi Srinivasan (Madras).

In view of the formation of linguistic provinces and in view of the requests of teachers' associations from Travancore and Mysore to be associated with the South India Teachers' Union, the Executive Board appointed a sub-committee consisting of the President, the Secretary and Messrs. T. P. Srinivasavaradan, P. Doraikannu Mudaliar and C. Ranganatha Aiyengar to consider the modifications necessary in the rules of the Union. The Committee was also asked to consider the question of increased representation for the districts on the Executive Board.

The President then informed the Board that various difficulties arose when individual associations and District Guilds sent direct representations to the authorities. The members present were of the view that all repre-

sentations should be only through the Union. It was therefore resolved that all affiliated Guilds and Associations be required to make representations to the authorities through the Union as that alone would ensure co-ordination and effective work.

The Executive Board then considered the G.O. Ms. No. 3448, Education, dated 10th November 1949 communicated to the Union. It expressed its disappointment that Government should have informed the Union that it should confine itself to restrict representations to conditions of service of teachers under private managements. The following resolution was then passed :—

“The Executive Board invites the attention of the authorities that the Union is an organisation of teachers of the whole province and has as its members teachers of all grades and employed under all managements and that it has been making representations on conditions of service of teachers under all managements. It therefore requests Government to cancel para. 3 of the said G.O., as the South India Teachers' Union cannot divest itself of its responsibility to safeguard the just interest of all its members.”

V. ARUNAJATAL,

1st December, 1949.

Secretary.

THE S. I. T. U. PROTECTION FUND, LTD.

Policies issued during November, 1949. (District & School-war)

North Arcot

S. M. D. H. High School, Vellore	5
Hindu High School, Ambur	4
Voorhees High School, Vellore	2
Concordia High School, Ambur	2
A. H. High School, Arcot	1
Board High School, Katpadi	1
	— 15

Ramnad

Board High School, Raja- palayam	4
Rajah's High School, Sivaganga	2
K. V. Sala, Virudhunagar	2
Board High School, Parama- kudi	1
Vivekananda Ely. School, Sivaganga	1
	— 10

Madras

Hindu High School, Triplicane	6
P. S. High School, Mylapore	2
St. Paul's High School, Vepery	1
	— 9

Tirunelveli

Ramaseshwar High School, Pattamadai	2
Seena Vana Ely. School, Tuticorin	2
Ramannuja Ely. School, Ottanatham	1
	— 5

South Arcot

Edward School, Kumara- kuppam, Valavanur	2
D. M. Secondary School, Nellikuppam	1
R. C. T. High School, Chidambaram	1
	— 4

E. Godavari

S. V. V. A. Hr. Ely. School, Sitanagaram	2
	— 2

Tanjore

Municipal High School, Mayavaram	2
	— 2

Salem

Board High School, Kaveri- patnam	1
Board Hr. Ely. School, Thammampatti	1
	— 2

Chittoor

B. Z. High School, Chittoor	1
	— 1

Mathurai

V. V. High School, V. C. Puram	1
	— 1

Coimbatore

Sengunthar High School, Erode	1
	— 1

Total 52

EDITORIAL

Our Homage

This number is dedicated to the memory of the late Sabhesan. For full 20 years he was our Editor and his loss now is irreparable. A vigorous writer on educational matters, a stout champion of the teachers' cause, he constantly strove to keep before the teachers their responsibilities towards the children and pleaded with the public and the authorities for a just and proper recognition of the teachers' role. Alas! his voice will no longer be heard and the teachers are like sheep without a leader.

A Sabhesan Thanksgiving Fund has been instituted by the South India Teachers' Union for the purpose of perpetuating his memory. At its last meeting the Executive resolved to keep the fund open and to appeal to all teachers to contribute liberally to it. A little less than Rs. 2,000 has been subscribed so far while the South India Teachers' Union Executive has fixed the target at a minimum of ten thousand. The South India Teachers' Union with 22 District Guilds, 700 affiliated associations comprising well over 30,000 teachers should not find it difficult to raise the modest sum of Rs. 10,000. We appeal to all teachers to subscribe liberally to the fund. Contributions may be sent to the Secretary, The South India Teachers' Union, 520, High Road, Triplicane, Madras.

Reading Habit And Interest Of Children

The report of the Special Committee of the South India Teachers' Union which investigated the Reading habit and interest of School children and of juvenile literature now available has just been published and in spite of the limitations under which the inquiry was conducted it makes a valuable contribution to the subject. The report brings out clearly the need for pro-

moting the publication of juvenile literature. At present there are very few books that can hold the attention and interest of the pupils of our Schools in the languages of the Province. The books in English are obviously prepared for English children and our boys and girls do not find them of any great interest. But the report has evidence that boys and girls like reading books and Magazines and even spend money in buying books. It is a pity that there should be few books which our boys and girls can read alone and unaided. It also points out how in the absence of wholesome books for children the tastes of our boys and girls are being corrupted by their being compelled to seek satisfaction of the urge to read in the many new periodicals intended for the young.

We are glad to learn that Government are taking steps to organize a Children's Library. That will be a great step forward and we do hope its establishment will stimulate the publication of books suitable and interesting to young pupils of School-going age.

The Union's Memorandum

In a clear memorandum published in our last issue, the Executive of the Union presented the case of the Teachers and placed before the Hon'ble Minister for Education problems of Teachers requiring urgent and immediate consideration. While it appears that the Hon'ble Minister was generally sympathetic, he was unable to promise early consideration of the requests involving additional financial commitments. We appreciate the financial difficulties of the Government but we hold the view that the requests which the deputationists made on behalf of the S.I.T.U. Executive were not only modest but that any delay in acceding to their requests would be very unjust to the teachers. The salary scales are

in many cases inadequate and fixed without any reference either to the professional qualifications or to the responsibility involved. The meagre scales fixed for the Secondary grade teachers and the very poor salary paid to the higher grade teachers require immediate upgrading if the serious discontent amongst the grade of teachers should be removed. The other requests—like education for teachers' children, house rent allowance for teachers in areas where such allowances are paid for other grades of public employees are hardy annuals and Government's refusal to consider these requests is not only unjust in principle but makes the teachers feel sore and bitter.

We are however glad to learn that the Minister promised to consider sympathetically their request for a Teachers' Council to consider cases involving cancellation of teachers' certificates and to examine the proposal for compulsory insurance of teachers.

Teachers are keenly alive of their responsibilities and are anxious to do their best. But they must be heartened in their endeavours. They must be assured of at least enough for subsistence and when it is not possible to increase their emoluments, they should be shown such little courtesies—as free education for their children, adequate old age provision and a freedom to do their work. We therefore appeal to Government not to be blinded by their present financial difficulties, but keep a vision of the future and ensure their having a contented and enthusiastic Teaching corps.

The Travancore Aided School Teachers

We are glad to learn that the Legislative Assembly of the United States of Travancore and Cochin has approved the demand of its Education Minister for improving the salaries of teachers in Aided Elementary Schools of Travancore. The teachers were recently paid a grant of Rs. 8 a month. Hereafter they will be paid Rs. 15 as salary and Rs. 12 as Dearness allowance. While this is very very inadequate it is a great step forward and will mean

some relief to these poorly paid teachers.

The distress of the teachers in the Aided Secondary Schools of Travancore is very acute. We understand that Government have not fixed any minimum scale of salaries for teachers in the schools and that Government grant is limited to a third of the net cost. About Rs. 10,000 is all that is being distributed to nearly 400 Secondary Schools in the State and it can be easily seen what a poor help it is. The schools are prevented from levying fees higher than the rate prescribed for Government Schools and they are very low. The Government grant, as we have pointed out is limited only to a third of the net cost. No wonder that Managements are seriously handicapped. They are conscious of the inadequacy of the salaries paid to their teachers. There fee income has been reduced and their resources are entirely inadequate to meet the demands caused by the high cost of living. They cannot be expected to exercise any healthy control over their teachers. It should be very difficult for teachers to do their work with either joy or enthusiasm. No wonder the standard has gone down and indiscipline is the order of the day in most schools. We would appeal to the authorities not to remain indifferent to the situation, and allow it to become serious.

The root cause is the inadequacy of the salary. It is fundamentally economic. Its acuteness has been aggravated psychologically by the integration of the state of Cochin where the teachers are having a better deal. The Government of the United States of Travancore and Cochin should pass immediate order for the payment of a dearness allowance to teachers in Travancore at least in accordance with what is being done in Madras and bear the entire cost thereof. They should also appoint a Committee to go into the question of salaries of teachers in Aided Secondary Schools and of the revision of the basis of the grants-in-aid to the schools.

We appeal to the teachers to stand united and with one voice urge the

Government to concede their minimum requests as stated well in the Memorandum submitted by them to the authorities. We trust the teachers' voice will be heard and that the authorities will not compel them to adopt inconvenient methods of compelling attention to their requests.

The Balasundaram Family Relief Fund

We have received a copy of an appeal for contribution to the Balasundaram Family Relief Fund issued by a Committee which includes some of the members of the Management of the Rama Sesha Iyer Memorial High School, Pattamadai, the teachers of the High School and some well-wishers of the late T. A. Balasundaram. We commend the appeal to all teachers. Contributions may kindly be sent to Sri Subbiah Ayar, Banker, Member and Treasurer Rama Sesha Iyer High School, Pattamadai. Balasundaram's case is typical of teachers. He leaves behind

his wife and ten children and a heavy debt far in excess of his Provident Fund. It points out how inadequate is the salary of the teacher for present needs and how poorly the Provident Fund serves as a family provision. It is found very difficult to make the authorities consider our suggestion in respect of Life Insurance and increased rate of Provident Fund contribution. In the meanwhile, teachers have in accordance with their motto, to seek means of protecting their family. The benefits of the S.I.T.U. Protection Fund have not been availed of by a large body of teachers. The Protection Fund is an Insurance Company exclusively for the teachers. The profits in the working of the Fund are all distributed to the teachers. Its terms of easy monthly premium will be found very helpful to teachers and we appeal to all teachers to take advantage of this Fund and thus ensure against the rainy day.

THE SABHESAN THANKSGIVING FUND

Acknowledgments

	Rs.	A.	P.
Previous total brought forward	1,674	9	0
95. Moongibai Goenka Girls High School, Sowcarpet, Madras	4	8	0
96. Mr. K. Kameswara Rao, Mys. Rao Brothers., Tenali	50	0	0
97. Rev. D. Thambuswami, Principal, Kellett High School, Triplicane, Madras	10	0	0
98. Mr. V. Rangaswami, Retired Headmaster, Mysore	5	0	0
99. N. C. B. Aryan Secondary School, Tiruchirapalli	5	0	0
100. Sarada Vidyalaya Girls High School, T. Nagar, Madras	10	0	0
101. London Mission Training School, Cuddapah	12	0	0
102. Anderson High School, Kancheepuram, Chingleput	17	0	0
103. Railway High School, Golden Rock, Tiruchirapalli	5	0	0
104. Tirunelveli District Teachers' Guild	25	0	0
105. Mr. K. J. Sargunam, Headmaster, Union High School, Coimbatore	5	0	0
106. Ramnad District Teachers' Guild	25	0	0
Total	1,848	1	0